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ABSTRACT

Designed as a teaching guide, this booklet provides suggestions for using the newspaper as the primary source of instructional materials for teaching high school language arts and other subjects. Teaching techniques and class activities are also presented. Contents include "The Newspaper: A Living Textbook," "Echoes from the Firing Line," "Objectives in Various Subject Areas," "Classroom Techniques," "The Relaxed Approach," "Explaining Why People Read the Paper," "Students' Newspaper Reading Habits Survey," "How to Get the Most Out of Your Newspaper," "Ideas for Bulletin Boards (Posters, Too)," "Language Arts: Oral Communication, Reading, Listening, Punctuation and Grammar, Vocabulary, Writing," "Health," "Mathematics," "Home Economics and Consumer Education," "Social Studies," "General Business and Economics," "Science," "Music," "Art," "Critical Thinking," "Kindergarten, First and Second Grade," "Test Questions for a Newspaper Unit," and "Putting Out a Class Newspaper." (RB)

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THE TENNESSEAN

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Store Operators Beaten, Robbed

By CARROLL BATSON JR.

Two Nashville store operators were robbed and beaten by whipped stickmen in separate incidents, police reported.

Walter F. Lutterman, 67, operator of Lutterman Food Store, 1801 16th Ave. N., and Eugene J. Flowers, 58, operator of Big Star Market, 1001 Riverside Drive, were released from hospitals.

FLOWERS WAS robbed by two men and struck over the head with a gun in a parking lot behind his store about 1 p.m., police said. The bandits were then fled after firing a shot at Raymond Holmes, 28, who was working outside the market, they added. Police said the contents of Flowers' safety was not determined.

Holmes, a part-time maintenance man at Big Star, said he was building a wall beside the store when the robbers approached.

I heard some scuffling and when I turned around there two men had Gene Flowers on the pavement and he I expected after them with my shovel, Holmes said.

As I started towards them, one of them hit Gene with a pistol over his head. Blood came running down his face.

When he began running towards the robbers they dropped some of the money from the bag on the ground, Holmes said.

I PICKED some shooting after them and hollering, and then one of them turned around and shot at me. I stopped then. But I guess I should have had more sense than to chase them with them having a gun.

According to Holmes, a car traveling slowly pulled up in front of the market and the holdup men jumped in. He said the car then sped away.

Police were searching for the robbers last night.

In the other holdup, Lutterman was robbed of about $700 in cash and checks and then pistol-whipped by two men when he passed an unidentified public road.

Police said Lutterman said that a third across the street from his business when the men followed him to him.

METRO DETECTIVE Lorraine Hayden said Lut-

(Turn to Page 2, Column 3)

East Battered By Worst Floods Ever

Nature Rebels Against Man With Mighty Blows

WILKES BARRE, Pa. — Volunteer sandbaggers run for safety bagging proved futile in containing waters of the Susquehanna after orders were given to evacuate the Agnes area here after sand. | River.

By ARTHUR R. EVERETT
Associated Press Writer

A week or so of hot, incessant rain was climaxed by a new storm yesterday, as some of the worst floods on record ravaged the mid-section East from Virginia to upstate New York.

The National Weather Service called the flooding "a major disaster."

"I HAVE never in my life seen such total destruction as has taken place in a number of areas of the state," said Maryland Gov. Marvin Mandel after a helicopter survey. His state was one of five designated by President Nixon as disaster areas.

Dr. Robert White, head of the National Oceanic and Atmospheric Administration which oversees the National Weather Service, was quoted

(Turn to Page 2, Column 1)

BULLETIN

A driver for Carroll Cab Co. was critically injured early today police said, when his taxi crashed into a car and a telephone pole after he was shot four times.

Police said Phillip Wakefield, about 28, was shot three times in the back and once in the hand, apparently by a face he had picked up, causing him to wreck his cab.

Raps 'Inadequate' Antibusing Provisions

President Signs Education Bill

By FRANCES LEV
WASHINGTON
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AMA Censures Insurance Companies' Fee Setting

TEACHER'S GUIDE

Newspaper in the Classroom Project

THE TENNESSEAN

Farewell to a Friend

NEW ORLEANS — Bobbie Pearson, 13, comforts her injured horse as a police officer bandages her head after the animal had bolted into the street and was struck by a car. The horse had to be destroyed and Bobbie was hospitalized for observation and treatment of cuts.

Nixon regulation was viewed as not a hopeful picture of the present time by his chief domestic adviser John Ehrlichman.

EHRLICHMAN told a White House news conference that if Congress doesn't act on the administration's antibusing proposals the President will

(Turn to Page 12, Column 3)

local property taxes until that time, Newman said. The taxes will be due in November, 1973.

NEWMAN NOTED that personal property in Sumner County is not assessed with real property, adding "we use the report of the county tax assessor" in collecting city property taxes.

(Turn to Page 7, Column 6)

If the study commission recommendations are accepted by the national convention next month, the HSA convention will have a woman chairman for the first time in party history.

NEW DELEGATE selection procedures adopted during a heated session yesterday, include

● Abolition of "winner take-

parts's gross income several Tennessee delegates applied for financial help from the national and state parties but no action was taken this year.

● Selection of delegates structured so that delegates will be true supporters of the presidential candidates to whom they are bound. This

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police blockade.

A speeding car rammed the hijacked jetliner early today while at Lambert Field, where the hijacker had ordered it grounded in an attempt to collect ransom. Witnesses said the crash damaged the craft a
mnagear so badly it would be unable to take off.

DEFENSE OF police cars and emergency vehicles immedi-

(Turn to Page 2, Column 2)

NHA Appraisal Policy Challenged

By TOM INGRAM

The Nashville Housing Authority's practice of refusing to show property owners appraisals on which NHA bases offers for those owners, said has been challenged by the University Center Project Area committee.

NHA Director Jack Herring, in an interview, defended the practice as needed to protect the public from giving any more for property than it's worth, but said it is not required legally.

HE ADDED new guidelines related to such appraisals are expected from the U. S. Department of Housing and Urban Development soon and may supersede the local

● See letter to the editor, Page 4.

authority's practice on the matter.

When buying property in urban renewal areas, NHA gets a minimum of two independent appraisals from which the staff and board derives a "fair market value" offer.

Condemnation proceedings are initiated against property owners who refuse to accept NHA's offer, forcing the matter into the courts.

PAC CHAIRMAN Joseph H. Johnston, in an interview, called this "take it or leave it" attitude "ridiculous" when applied to property owners and suggested in a letter that in the future NHA must

● Make specific comments on appraisals available to property owners, with it, with more

of any condemnation decision.

● Give property owners and their attorneys, if desired, a forum at NHA board meetings at which the board is scheduled to make a final determination about fair market value offers.

We're not asking the housing authority to make appraisals public information is everybody," Johnston said. We're asking them to make appraisals available to owners.

What we're trying to do is speed up the negotiation process to allow property owners to be more involved. Negotiation could save the housing authority money and reputation."

"IF WE go into court, and the owner has all of the information from our appraisals, the public we represent is placed at a disadvantage, Herrington said.

Some owners in urban renewal areas have less choice about selling their property, Herrington said, some people have the assumption we should give them whatever they want for their property.

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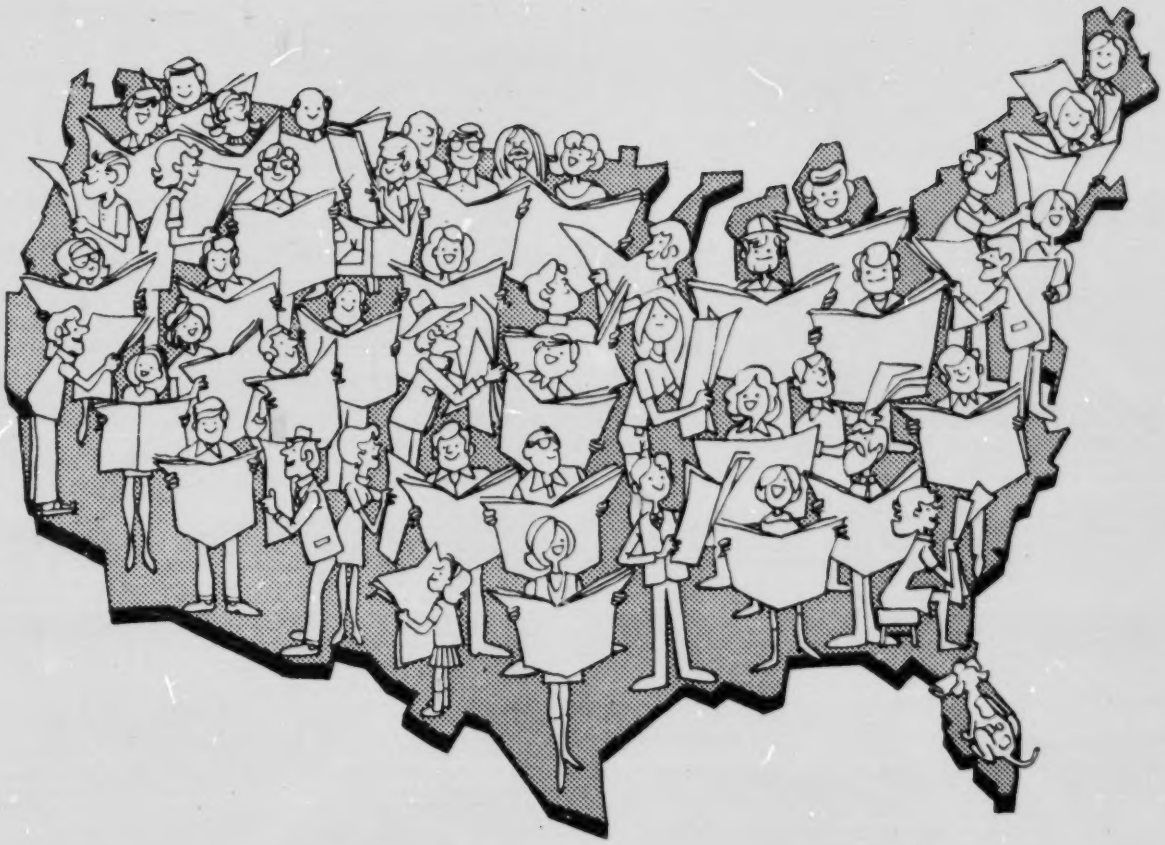


The Newspaper:

A LIVING TEXTBOOK

Upon whose shoulders does the future freedom of America rest most heavily: our teachers—or our newspapermen?

A good case can be made, either way.

★ ★ ★

The fellow (or gal) with a press card in his billfold and the woman (or guy) with a teacher's certificate have much in common.

- *Both* are teachers.
- *Both* are brothers in knowledge and partners in informing mankind.
- *Both* have the challenge of giving out as much information as they can, as quickly and accurately as possible.
- *Both* must communicate daily with large numbers of people who have varying likes, dislikes, degrees of intelligence, and abilities to understand.

So close is the partnership that it is difficult to determine where the task of the school ends and where the task of the newspaper begins.

Perhaps there is no dividing line at all. Perhaps each partner performs much the same task *but in somewhat different ways.*

★ ★ ★

Nowhere is the newspaper a more vital part of the teaching-and-learning process than in the classroom.

A recent count showed that nearly *5,000,000 students* are using the newspaper as a *"living text-*

book" in classes in more than *33,000 schools* in the United States and Canada.

By trial and error, in seminars and workshops, over countless cups of coffee—*but mostly in the classroom itself*—these thousands of teachers have hammered the newspaper into an exciting tool for teaching.

It has become clear that the use a teacher makes of a newspaper in the classroom is limited *only by that teacher's imagination.*

It is not limited by the age or the ability of the students, whether they are learning at the elementary, secondary or adult education level.

Because . . .

. . . Because the ultimate purpose of a school is to turn out *good citizens.*

. . . Because the newspaper is essential in providing the information a good citizen needs to make *good decisions* for himself and his community.

. . . Because the newspaper is an *excellent bridge* between the classroom and the "real world."

. . . Because most students are anxious to bridge that gap—and bridge it speedily.

> *All I know is what I see in the papers. .*
> —*Will Rogers*

But the newspaper should never be used *merely for the sake of using it.*

Classroom time is much too precious to be squandered on anything that will not contribute to the aims of the courses being taught.

The newspaper has been used—and used well—in these areas:

- **Basic reading skills.**
- **Vocabulary building.**
- **Remedial reading.**
- **Critical thinking.**
- **Civics.**
- **American history.**
- **Extending the reading horizon.**
- **Creative writing.**
- **General business.**
- **Understanding the media.**
- **Contemporary problems.**
- **Health.**
- **Teaching the disadvantaged.**
- **Home economics.**
- **Geography.**
- **Special education.**
- **Various means of enrichment.**
- **Perceptual training.**
- **Challenging the gifted student.**
- **Practical arithmetic.**
- **Science.**
- **Helping slow learners.**
- **And many others.**

The daily newspaper has become a daily tool in many classes—*available to students all the time*—to explore sometimes as they wish and sometimes at the teacher's direction.

★ ★ ★

Most people subscribe to the fundamental truth that *everyone should read a daily newspaper regularly all of his life.*

> *Despite its human weaknesses, despite its errors (typographical and otherwise), the American newspaper is a counterbalance designed to help keep the American ship on an even keel. So vital did the founding fathers consider the press that they guaranteed its freedom under the constitution.*

And so there has been increasing effort in schools to teach citizens how to read the newspaper *effectively*—effectively for their own needs and for the needs of the nation.

> *Newspapers are the schoolmasters of the common people.*
> —*Henry Ward Beecher*

At the end of his schooling, a student thankfully puts aside most of his textbooks.

But he will continue to open his living textbook—*his newspaper*—the rest of his life.

It will probably be the only text he will continue to read after he gets out of school. It will be one of the greatest influences on his life.

What a shame when he cannot use it well!

★ ★ ★

In the hands of the skilled teacher, the newspaper becomes many things to many students:

—*MOTIVATION* for the *reluctant reader* (through news stories and features so timely and gripping that he forgets his reluctance).

—*CHALLENGE* for the *brighter student* (through editorials, opinion columns and think pieces).

—*SIMPLICITY* for the *slow reader* (through the comics and the clean writing of basic news items).

—*UNDERSTANDING* of what to believe and what *not* to believe in the newspaper (through exploration into the art of critical thinking).

—*INFORMATION* of a thousand varieties (through not only the editorial content but through the advertisements which are as educational as the news columns).

★ ★ ★

The newspaper is an *adult* medium. No student is ashamed to be seen reading it, or carrying it on the bus, or studying it at home.

It deals in real-life reality—what's happening here and now. It is history while it's happening, new words as they come into usage, writing that is simple and purposeful, the only up-to-date text that there is.

It widens the student's image of the world around him. No formal textbook can keep up with the fast tempo of today's world.

> **The newspaper is the one text that can be marked up, torn up, cut up, taken apart—and there will be a brand-new text to take its place at the next class period.**

★ ★ ★

Someone once described a newspaper as "a nation talking to itself."

Let's listen!

Echoes From The Firing Line

LANGUAGE ARTS

"Through using the newspaper in the classroom, the students can easily be led to read critically, discern between fact and opinion, become aware of the most important events that occur throughout the world, become knowledgeable and enter intelligent discussions of controversial issues."

PRINCIE M. FAULKNER
Ewing Park Junior High School

SECOND GRADE

"This unit certainly made the children aware of the fun there is in reading a newspaper! It also formed a good habit in reading. They had a great feeling of being 'grown up'!"

COMPOSITE EVALUATION
Ransom School

HOME ECONOMICS

"Through varied assignments, my students realized how much helpful material is available in the daily paper—previously all had read only the horoscope and comics."

CAROL B. ADAIR
Overton High School

SPECIAL EDUCATION

"This is the answer to a curriculum guide for the EMR teacher on secondary level. I have taught special education for eight years and have seen the growth of many new materials for the retarded, but nowhere have I seen or heard of any program which compares with the newspaper unit. The teacher's guide for this unit provides unlimited activities in all subjects needed by the retarded teenager who must, even with his limitations, find his place in today's world."

BILLIE PATTON
West End Junior High School

SOCIAL STUDIES

"The student booklet, 'Your Newspaper and You,' was a perfect student and teacher resource. It was readable to students of all reading levels, and it was concise as well as factual. I found I had to do no extra preparation as far as content. This booklet, along with the newspapers themselves and our trip to The Tennessean (which we recorded and listened to many times), constituted a wealth of data for our eager learners."

ANNE R. BERSOT
Wright Junior High School

VARYING EXCEPTIONALITIES

"There is something about a newspaper that holds a magical quality for learning subject matter! I know this type of learning is more meaningful to the children than the regular textbook, because it confronts them with LIFE. It is NOW! It is ALIVE and HAPPENING!"

HELEN B. O'CONNOR
Glenview School

GENERAL BUSINESS

"After I finished with the day's newspapers in my four general business classes, I passed the papers along to a social studies teacher, who then used them for two more classes."

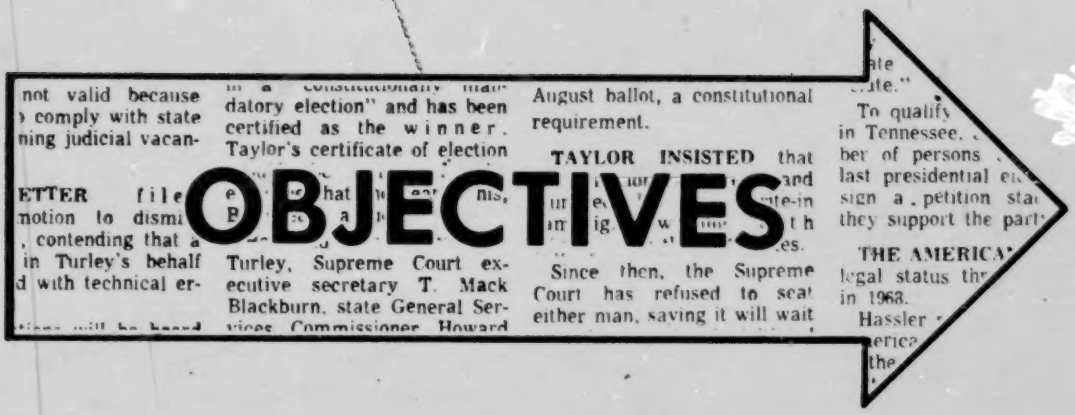
LARRY OVERBY
Madison High School

ADULT BASIC EDUCATION

"Since we began reading the newspaper in class, the students often greet me at the door, excitedly relating to me the news of the day. The newspaper-in-the-classroom program is one of the most significant features of our current program . . . I cannot overemphasize the extent to which the NIC program has enriched our adult education program."

L. C. BATSON
Nashville

The comments on this page were taken from evaluation reports by teachers participating in The Tennessean's newspaper-in-the-classroom program.



THE NEWSPAPER HAS MANY VALUES AS A TEACHING TOOL IN VARIOUS AREAS OF CLASSROOM WORK

SOCIAL STUDIES

To increase awareness of continuing events in our city, state, nation and world.

To gather the latest information about continuing problems.

To better understand human relationships.

To follow man's continuing efforts to adjust to his environment.

To recognize the relationship between past and present.

To encourage appreciation for the value of following the chronicles of man on a daily basis.

To learn to tap a souce of up-to-date information.

To learn about people in the news.

TEACHING GIFTED CHILDREN

To present a constant stimulus to keep the gifted child from becoming bored.

To fill this need with various depths of levels found in newspapers.

★ ★ ★ ★ ★

YOUR NEWSPAPER AND YOU

To understand the role of a free press in America.

To develop a taste for the only "textbook" which most students will continue to read after they leave school.

To provide reading material that most people truly enjoy reading.

To show how to read a newspaper effectively.

To encourage the day-by-day pursuit of current information.

To understand the strengths and weaknesses of newspapers.

To understand the newspaper's role as a bulwark between the individual citizen and the power of government.

To know what to believe and what not to believe in the newspaper.

★ ★ ★ ★ ★

HELPING SLOW LEARNERS

To utilize a medium with which the slow learner is, to some extent, already familiar.

To encourage the student to become a regular reader of the newspaper features he enjoys.

To marshal the many facets of a newspaper to find those areas which capture each individual's imagination.

LANGUAGE ARTS

To enrich reading experiences.

To improve comprehension skills.

To motivate written communication.

To extend the reading horizon.

To develop a taste for daily reading.

To build an up-to-the-moment vocabulary.

To encourage good listening habits.

To create growth of capability in oral communication.

To distinguish between fact and opinion.

To develop newspaper reading habits.

To develop newspaper reading skills.

To motivate letter writing.

To build punctuation skills.

To learn to write creatively.

To gain skill in summarizing.

To practice using an index.

TEACHING DISADVANTAGED CHILDREN

To introduce a timely learning medium which many do not have in their own homes.

To bridge the gap between school learning and actual life.

To move the student toward literacy by introducing him to something he wants to read.

To provide reading material of a non-school variety.

To stimulate with a "textbook" that provides excitement and immediacy.

To open the student's eyes to what the newspaper can mean in a practical way: help in finding a job, price-shopping for merchandise, etc.

KINDERGARTEN, FIRST AND SECOND GRADE

To show that newspapers are an important source of information.

To guide students in getting off on the right foot as newspaper readers.

To show how people live and work.

To provide a "textbook" that can be marked up, cut up and torn up – and a brand new textbook will arrive the next day.

CONTEMPORARY PROBLEMS

To become aware of contemporary problems facing our nation and our world.

To become accurately informed about news events affecting these problems.

To compare proposed solutions to these problems.

To develop new ideas and solutions for solving contemporary problems.

To approach problems logically, with an open mind.

To recognize the continuous and repetitious nature of social, economic and political problems.

To see the need for staying aware of new developments regarding these problems on a day-to-day basis.

CONSUMER EDUCATION AND HOME ECONOMICS

To gain insight into the individual's needs in the American economy.

To develop an awareness of the importance and responsibilities of good homemaking.

To form the habit of keeping up-to-date on "home front" developments by consistently paying attention to the newspaper and other timely media.

To become familiar with the advantages and disadvantages of credit buying.

To learn to use the advertising columns to good personal advantage.

HEALTH

To recognize the value of good health and safety practices.

To be aware of current threats to health and well-being.

To follow new developments in the fields of medicine and mental health.

To develop a vocabulary in health-related areas.

TEACHING EDUCABLE MENTALLY RETARDED

To provide a textbook that is not intimidating.

To provide material which deals in day-to-day reality.

To provide a learning tool which nobody is embarrassed to be seen carrying around.

To provide a tool for getting students to loosen up, to talk, to voice their opinions, to disagree.

To make learning fun through the big type of the headlines and the humor of the comics.

To teach pupils to deal in such realities as buying groceries and making change.

★ ★ ★ ★ ★

CRITICAL THINKING

To look more critically at the world around us.

To react more effectively to the forces within that world.

To avoid total, unquestioning acceptance of the statements and opinions of others, but rather to use that information in the thoughtful formulation of one's own opinions.

To read and interpret more effectively the newspaper itself.

To distinguish between what to believe and what not to believe.

To establish a link between the classroom and the world outside the classroom.

To become aware of the "hidden persuaders" often used to sell an idea or a piece of merchandise.

To develop a hunger for keeping aware of current developments.

★ ★ ★ ★ ★

GENERAL BUSINESS AND ECONOMICS

To relate business mathematics to the realities of life.

To further the understanding of current business news and statistics.

To develop insight into good business for everyday living.

To build an effective contemporary business vocabulary.

To see the need for a daily appraisal of the nation's business affairs.

REMEDIAL READING

To provide a text for students who have been "turned off" by books.

To provide material with a high potential for individualized instruction.

To demonstrate the pleasure that comes with reading what one finds he truly enjoys.

To transfer this pleasure to other types of reading material.

SCIENCE

To keep abreast of scientific development.

To become familiar with personalities in the field of science.

To follow the activities of science as it wrestles with practical problems of everyday life: sickness, pollution, over-population, etc.

MATHEMATICS

To relate mathematics to the realities of everyday life.

To enrich arithmetical meanings.

To further the use of fundamental processes and mathematical understandings in problem solving.

ART AND MUSIC

To develop an awareness of "culture" in our society.

To learn of cultural opportunities in our community.

To inspire artistic and musical activities in the classroom.

Classroom Techniques

'Must' Reading!

There's scarcely a teacher who has not used the newspaper at least casually since the first week he faced a roomful of upturned students' faces.

But a purposeful newspaper-in-the-classroom unit calls for something more than a casual approach.

Over the years, teachers and newspapermen have come up with many successful techniques to stimulate students' acceptance of the newspaper as a "living textbook."

The best of those ideas are presented on these pages.

WHERE TO START?

First, familiarize yourself with this teacher's guide.

The opening sections introduce you to the newspaper-in-the-classroom concept and offer ways you can, in turn, introduce the newspaper to your students.

The sections toward the back of the book list hundreds of specific suggestions for using the newspaper as a teaching tool in various subject areas.

PICK & CHOOSE

There are no lesson plans, as such, in this guide.

How you pick & choose among the suggestions is up to your own taste and inclination.

Read carefully the suggestions in the subject area (or areas) in which you plan to use the newspaper and, as you go, circle the numbers of the ideas you find promising.

Scan them all, then be selective.

Use only those ideas which suit your style and your students.

This teacher's guide is not broken down into grade levels, with the exception of the section "Kindergarten, First and Second Grades."

This is because many suggestions can be used at several grade levels.

A crackerjack idea for stimulating a gifted third grader may also be just the thing to make a reluctant eleventh grader turn on the steam.

Also, you will soon get the knack of *simplifying* a suggestion that seems a bit complicated for the needs of the moment.

Or you can *beef up* a suggestion if you really want to make a production out of it.

The newspaper is a beautifully flexible tool in the hands of a teacher who has imagination and resourcefulness.

CLOCK-WATCHING

How much time should be devoted to the newspaper in the classroom?

It's strictly a matter of judgment.

It could range from 20 minutes one day to an hour the next.

The time varies from class to class, from day to day, from teacher to teacher.

And how many days a week?

Some teachers prefer to use the newspaper in a *concentrated* dose, such as receiving it every day for a unit lasting three weeks.

Others prefer to use it only two days a week for a *longer* unit — six or eight weeks.

Still others get the papers one day a week for the *entire school year*.

It depends on the objectives of the unit and the "druthers" of the teacher.

The cost of the newspaper can play a part, too.

The Tennessean has a consultant who can discuss the possibilities with you and who can tell you what other teachers are doing.

ALSO: STAY LOOSE!

You never know what the editors are going to spread across the front page (or on the editorial page) on a given day.

But whatever it is — and whether or not you agree with it — it is just the kind of thing your students will be confronting the rest of their lives.

Teach them to read it fairly — and critically.

THE VERY FIRST DAY

It's a good idea to step off on the right foot with your newspaper unit.

But how?

Beginning on page 12, you will find four *"ice breakers"* which have been used successfully to launch a newspaper unit.

You may want to use all four of them.

AFTER YOU'VE STARTED

You'll find enthusiasm keener if you begin each newspaper day with a *"hot idea"* which you've found in this guide or which you've dreamed up yourself.

You will want to pick a starter which will grab your students by the ears and hold their attention — something *provocative*, or something that's just *fun*.

Something like:

"This morning, I want you to look for something in the paper which you think might not be true. You have 10 minutes. Perhaps you can find more than one."

Or:

"Today, look through the advertisements and find three things you'd really like to own or do. Then write them down and add up the cost."

REMEMBER!

Sometimes you'll be using the newspaper as a *catalyst* to spark progress in one or more subject areas: language arts, social studies, math, etc.

Sometimes you'll be familiarizing the students with the newspaper itself: its strengths, its weaknesses, its role in preparing good citizens, its place in American-style democracy.

Sometimes you'll be doing both at the same time.

★ SPECIFIC CLASSROOM TECHNIQUES THAT WORK ★

The vast variety of material in the daily newspaper makes it an ideal tool for many different approaches to the lesson at hand.

The following techniques have been tried and perfected. You may want to use several in your newspaper unit.

EVERYBODY DO THE SAME THING

Opening your class's bundle of papers can launch a period of exciting group activity during which the students find learning an enjoyable process.

You can have everyone race to see who can be the quickest. Tell them:

"I want to know who said this: 'Politicking has cheapened the reputation of our health department.' It appears on an even-numbered page. Who will be the first to find it?"

You can have them compete to see who can find the "mostest":

"You have 10 minutes. I want to see who can find the most typographical errors in the morning paper. When you find a 'typo,' circle it with a red crayon."

You can use the newspaper as a springboard to a class discussion of a contemporary problem:

"Read the story on Page One about the attempt to kill the Israeli ambassador to England and be prepared to tell the class what you think can be accomplished by political assassinations."

You will find many excellent suggestions for group activities in the various subject areas in this teacher's guide.

EVERYBODY DO HIS OWN THING

The newspaper has a high potential for individualized instruction in the classroom.

With it, you can start *where the student is*.

If he likes the *comics*, start there.

If he likes *sports*, start there.

If she likes *cooking*, start there.

If he *wants a job*, start with the classifieds.

If she likes *TV*, start there.

One way to let everybody "do his own thing" is to "ditto" or write on the chalkboard a list of six or eight assignments, then ask your students to do as many as they have time to do during the period, starting with the ones they want to do most.

The list could include such instructions as:

1. Find five sentences that have adjectives in them. Write the sentences and underline the adjectives.

2. Choose a picture in the paper and write a story about it.

3. From the want ads, choose a job you would like to have and write a letter asking for the job.

4. Using the weather information and your own memory, write a description of what the weather was like yesterday.

5. Look through the paper for three things: (1) a story that is funny, (2) a story that is sad, and (3) a story that surprises you. Write the headlines and show on which page and in which column to find them.

6. Etc., etc.

These suggestions are for a fourth grade class. They can be *simplified* or *deepened* for other levels.

as needed.

BULLETIN BOARDS

The bulletin board can be used in wonderful ways to excite interest in a newspaper unit and to enrich the unit.

The potential is so great that a special section of this teacher's guide is devoted expressly to suggestions in this area. The section begins on page 17.

LEARNING CENTERS

The newspaper is ideal for seatwork.

It should be used as a *reward* rather than as a *chore*.

The subject area sections in this guide are loaded with learning center possibilities.

Some teachers work up learning center assignments by preparing a set of cards with instructions written or typed on them. You can go a step further by laminating the cards or by placing them in an acetate folder.

Here are typical learning center assignments for seatwork:

1. Measure three different-sized display advertisements in the newspaper. At a rate of 41 cents per agate line (14 agate lines to the column inch), figure how much each ad costs per day. After you have finished your work, file it in your folder.

2. The comic strips in this envelope have been cut into frames. Arrange them in sequence and show them to the teacher.

3. In this envelope are pictures of faces and names. Match names to faces.

4. Clip a crossword puzzle from the paper. Try to work it. Use the dictionary if necessary.

5. On the back of this card is a "Dear Abby" column with the answer removed. Pretend you are Abby and try to write a helpful answer.

6. Are you good at making lists? List all the countries, states and cities you can find mentioned on the first five pages of the newspaper. Good luck! Remember—file your work.

7. Choose a large supermarket advertisement. List in alphabetical order the names of fruits and vegetables (canned, fresh and frozen) in the ad. File your work in your folder.

8. Beginning with the front page of the newspaper, search until you find 20 words beginning with the letters "ch." Clip the words and paste them on a sheet of paper. File your work.

9. After looking at the front page of the paper, dream up and draw a political cartoon of your own. Put it in your file.

10. Write your own! In this envelope are several photographs with their cutlines removed. Write your own story about what is happening. Remember the Five W's.

And so on.

Learning center possibilities for using the newspaper are endless.

POSTERS

Many suggestions in the bulletin board section on page 17 are also excellent when used for posters prepared either by individuals or by groups of three or four students.

For example:

- Display smiling faces clipped from news pages or advertisements.
- Arrange headlines from stories about a specific subject.
- Paste up comic strips with the original dialogue cut out and new dialogue substituted by the student.

NOTEBOOKS, SCRAPBOOKS, FOLDERS

You can ask each student to choose his own topic and watch closely for articles on the subject.

On days when the newspaper is not received in the classroom, he can search the paper at home.

There is no end to topics:

- ★ The Vice President.
- ★ France.
- ★ The New York Yankees.
- ★ City council.
- ★ Transportation.
- ★ Etc.

The student thus learns to read purposefully and to realize how news flows from day to day and from week to week.

EXTRA CREDIT

Teachers who like to give optional extra work for extra credit will find a wealth of helpful suggestions in the various subject area sections.

ROLE-PLAYING

Newspapers offer a multitude of possibilities for role-playing to help a student understand the feelings and actions of others.

For example:

The teacher cuts out a news photograph of a traffic accident in which a teen-ager was killed. The teacher reads the accompanying news story, then asked for volunteers to think out and try to express the probable feelings of various people close to the

accident. People such as:

- The *teen-ager himself*, from the moment he realized the accident was about to happen until his last split-second of consciousness.
- The teen-ager's *date* who was in the car with him.
- The *driver of the other car*.
- The *ambulance attendant*.
- The *policeman* investigating the accident.
- A *witness*.
- The *driver of the wrecker*.
- The *mother of the victim*, on hearing of the accident.

Comic strips also adapt nicely to role-playing. They can be saved for several days to build a continuity of action.

AND ALSO . . .

Newspapers contain much ammunition to be used in such activities as:

- ★ **Oral reports.**
- ★ **Written reports.**
- ★ **Class debates.**
- ★ **Panel discussions.**
- ★ **Committee work.**

PUTTING OUT A CLASS MINI-PAPER

It's not as hard as you think!

You'll get off on the right foot with the help of the suggestions which appear in the back of this teacher's guide.

TOUR THE NEWSPAPER'S PLANT

The Tennessean welcomes visitors to its facilities.

If you want to arrange a tour for your class, telephone the newspaper's promotion director to agree on a suitable time.

You'll see:

- **The city room.**
- **The "morgue" (library).**
- **The composing room.**
- **The engraving department.**
- **The press room.**
- **Plus other areas of interest.**

A SPEAKER FROM THE NEWSPAPER

Arrangements can be made for a representative of the editorial department of The Tennessean to visit your classroom and discuss newspapering with your students.

★ KEEP A "SPARE TIRE" ON HAND ★

No matter how hard The Tennessean's circulation department tries, it is inevitable that there will be an occasional goof-up in delivering newspapers to schools.

It may not happen to you all year.

But it could.

On the chance that you might find yourself some class period with a roomful of students and no newspapers, you should have a "*spare tire*" lesson plan ready to use.

Here are some ideas for such an emergency:

Divide your pupils into groups of three or four and let them start work on a mini-newspaper which they will write and illustrate themselves.

Or:

Using a copy of The Tennessean which you have saved, turn to the editorial page. Choose an editorial. Read it aloud to the class, a sentence at a time. Ask the class to decide which sentences are fact, which are opinion, and which are a combination of fact and opinion.

Or:

Read the following quotation from Thomas Jefferson: "Were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I would not hesitate a moment to prefer the latter." Then lead a class discussion by those who agree or disagree, and why.

You'll find many other "spare tires" in the various subject area sections.

★ "DOLLAR STRETCHERS" FOR NEWSPAPER UNITS ★

Many school systems are plagued by budget squeezes.

If this is your problem, there are ways to stretch your newspaper-in-the-classroom dollar.

Some possibilities:

1. Pass the newspapers along from class to class during the day.

2. Use the paper less than five days a week, such as on Tuesdays and Thursdays only.

3. In the lower grades (kindergarten, first, second), order one paper for each two or each three children instead of one copy for each child.

4. Establish a "newspaper box" or "newspaper stack" in a corner and let the papers accumulate there instead of throwing them away at the end of the day. In this way, they will be available for later clipping or searching.

5. After your newspaper unit is completed, ask your school librarian to save for you any newspapers she is receiving instead of throwing them out. You can use these for continuing projects by class committees, etc.

SOME WAYS TO BREAK THE ICE

The success of a newspaper-in-the-classroom unit depends to a large extent on how the unit starts.

The first class period should be *stimulating* and *provocative*.

Over the years, teachers have come up with a number of successful *"ice breakers"* for launching a unit.

On the following pages, you will find four such "ice breakers."

Consider them all — then use one or more which appeal to you.

You may even wish to use them all.

Or you may be able to come up with a better approach than any of them.

Ice Breaker No. 1:

The Relaxed Approach

Things will get off to a good start, usually, if the teacher creates an enviroment in which learning from the newspaper is *enjoyable*.

This should be an easy task, really, because reading a newspaper is a satisfying way to spend time.

Sometimes, it is a downright *exciting* way to spend time.

When the very first bundle of papers is opened and distributed to a class, some teachers simply let the students go through the paper in any way they wish for, say, 20 minutes, *proceeding at their own speed and reading what they want to read.*

Then the teacher asks them to discuss what they have read, even if it is only the comics.

This will teach teacher a lot about her students' interests.

Ice Breaker No. 2:

Explaining WHY People Read the Newspaper

A newspaper is a fragile thing.

- It's made up of thin sheets of paper that tear very easily.
- It gets wet in the rain.
- It fits conveniently between the jaws of a neighbor's dog.

Having a newspaper around the house is as natural as breathing, for most people.

- It's great for starting a fire.
- It's great for putting on the kitchen floor after you've mopped.
- It's great for whipping a puppy which isn't housebroken.
- It's great for wrapping up the garbage.
- *It's also great for reading!*

★ ★ ★

And yet, most people take their newspaper for granted.

- Even those who read it *regularly* take it for granted.
- They don't give a thought to *why* it contains the things it does.
- They don't stop to count the vast array of people's needs that it satisfies.
- They don't even stop to think which of *their own* needs it satisfies.

A newspaper is written for a very wide variety of audiences.

- For people who like to check up on a favorite *ball team*.
- For people who like to see what their favorite *comic page characters* are doing.
- For people who cannot comfortably begin the day until they know what the *stars* say.
- For people who want to know in a hurry the *really important* things that have happened in the last 24 hours.

★ ★ ★

- For people who want to be *well-informed* but don't have much reading time.
- For people with *plenty* of time who demand everything in *depth*.
- For people who want to read *just for the fun of it*, just as they enjoy going to a movie or watching a TV program.

★ ★ ★

- For people who must outfit a family for school on a *limited budget*, and need to know where clothes cost least.
- For people who want to sell a *house* or buy a *used car*.
- For people who want to *cook* better, or *sew* better, or *dress* better, or *raise their children* better.
- For people who follow the *stock market*.

★ ★ ★

- For people who like to match their opinions against those of the *editors* and *columnists*.
- For people who like to win the respect of their friends by knowing *what's what*.
- For people who want to know the *meaning* of the things happening in their *city*, their *state*, their *nation* and their *world*.

★ ★ ★

Isn't it amazing?

- How a fragile little newspaper can meet *so many needs?*
- And that's not *anywhere* close to *all* of them!

Ice Breaker No. 3:

A Survey of Students' Newspaper Reading Habits

One way to pinpoint a good starting place for the newspaper in the classroom is to conduct a quick survey of the role the paper *already plays in the students' lives*.

A suggested questionnaire appears on the following page.

It can be used as is, with copies being made for each member of the class, or the teacher can revise it as necessary.

It is suggested that the teacher fill out a questionnaire himself, both for his own enlightenment and for comparison with his students.

AN INTERESTING POSSIBILITY: Save the completed questionnaires. Then let the students (and teacher too!) take the quiz again toward the end of the school year, after they have become much more familiar with the newspaper, its contents, its functions, and its role in their lives.

STUDENT'S NEWSPAPER HABITS QUIZ

Please fill in or check the appropriate answers

1. Does your family subscribe to a daily newspaper? ☐ Yes ☐ No

2. How often do you read the paper? ☐ Almost every day
   ☐ Occasionally
   ☐ Rarely

3. How long do you spend reading the paper? ☐ Hour
   ☐ Half-hour
   ☐ 15 minutes or less

4. Can you recall any headline stories you read recently?

   (1) . . . . . (2) . . . . . .

5. Check the parts of The Tennessean that interest you.

☐ Business news	☐ Grocery ads	☐ Pictures
☐ Comics	☐ Horoscope	☐ Radio-TV
☐ Crossword	☐ Letters to editor	☐ Sports
☐ Dept. store ads	☐ Movies	☐ Want ads
☐ Editorials	☐ Obituaries	☐ Weather
☐ Front page	☐ Opinion columns	☐ Woman's World

   Others (please list): . . . . . .

6. What part of the newspaper do you enjoy best? . . . . . .

7. Do your thumb through the entire paper? ☐ All of it
   ☐ Only part

8. Do you follow important news stories from day to day? ☐ Yes ☐ No

9. How much do you believe of what you read in the newspaper?

   ☐ All of it ☐ Some of it
   ☐ Most of it ☐ None of it

10. Where do you get most of your information about current events?
    Rank [1] for most information, [2] for next, [3] for third, etc.

☐ Conversation	☐ Radio	☐ Magazines
☐ Television	☐ Newspapers	☐ Personal observation

11. How do a newspaper's functions differ from those of radio and TV?

. . . . . .

. . . . . .

Student's name . . . . . .

Ice Breaker No. 4:

HOW TO GET THE MOST OUT OF YOUR NEWSPAPER

Material in "Ice Breaker No. 4" also appears as the opening section of the student's handbook, "Your Newspaper and You"

Some people are natural-born efficiency experts.

They can mow the lawn without turning around and back-tracking.
They can wash the dishes in 13 minutes flat.
They can make up a bed before others can smooth the wrinkles out of the bottom sheet.
But not many of them are very efficient *when it comes to reading a newspaper.*

On the other hand . . .

There are people who, even though they can't wash a cup without breaking off the handle . . .
And can't mow the grass without cutting the hosepipe in two . . .
Nevertheless can get more out of reading a newspaper for just 15 minutes . . .
Than some folks can by reading it an *hour.*

★ ★ ★

This is because newspaper-reading is a science.

But a homely; folksy sort of science . . .
A science just about *anybody* can master.

Some of these people would as soon go to bed without supper . . .

As do without reading their newspaper *sometime during the day.*
That's how important they think it is.
That's how much a part of their *life* it has become.
The hunger to know what's going on in their world . . .
Is as real as a little boy's hunger for chocolate ice cream.

People who have made a science of reading the newspaper . . .

Have some suggestions for those who never gave it much thought . . .
For those who grew up with newspapers around the house all the time . . .
And therefore just *assume* they know how to read them well . . .
And then wonder how they miss all those things in the paper . . .
That their friends see and comment on.

Here are some helpful hints from some crackerjack newspaper readers.

Hints that will help nearly *anybody* get more from his paper . . .
And *get it in a shorter time,* too.

★ ★ ★

First, let's say you can spare only 15 minutes to read your morning paper.

Where do you *begin?*
You begin at the *beginning: Page One.*
Right off, you read *every headline* on Page One.
At first, don't read the *stories* just the *headlines.*
Page One is the *showcase* of the paper.
That's where you'll find the *leading news of the*

day.

—This way, you'll get some idea of the *major happenings* in your world.

—It takes less than a minute to read the *headlines on Page One.*

Second, you now take three or four minutes to scan the stories you're interested in on Page One.

—You may want to read some of them *completely.*

—On others, the *first two or three paragraphs* may satisfy you.

Third, you've now got 10 minutes left to thumb through the rest of the paper.

—*Don't skip any pages.*

—Look at *every headline.*

—Glance at *every picture.*

—Notice any *advertisements* that catch your eye.

—You can train yourself to go through the *entire paper* this way in 15 minutes.

—When you're through, you still won't *know the news like you want to.*

—But you'll know something *about* the news.

—That's a good start.

—Later—perhaps in the evening—you'll want to go through the paper *again.*

—You'll want to read the longer stories you *earmarked as interesting.*

—You'll want to give full attention to parts of the paper you love best.

—Perhaps that is *sports.*

—Or the *comics.*

—Or the *letters to the editor.*

★ ★ ★

Of course, you will never want to read everything in the newspaper.

—Not even the editors of the paper expect you to do *that.*

—They know that *different people* have *different interests.*

—That's why they put the paper together the way they do.

However, you'll make a thrilling discovery.

—The more you read, the *wider your interests will become.*

—And the wider your interests, the more wonderful *your world* will be.

★ ★ ★

A skilled newspaperman once took the trouble to draw up seven rules:

1/ Don't read merely the headlines.
2/ Don't read merely the front page.
3/ Don't be a one-subject reader.
4/ Get the facts before forming opinions.
5/ Avoid good-and-evil thinking.
6/ Don't jump to conclusions.
7/ Read the paper as a daily habit.

★ ★ ★

And you might try skimming . . . it can work wonders!

—If you don't read newspaper articles *fairly rapidly,* your reading method is probably wrong.

—Skimming is a *high-speed* method of reading.

—You train your *eyes* to run *quickly* over a *page* . . . or a *column* . . . or a *story.*

—You train your *brain* to register what is *interesting* and *important.*

—Skimming helps you discover what you want to read *more carefully.*

—When you find it, you *slow down* to get the *full content.*

—On *light* stories, you can trot along pretty briskly.

—But editorials, significant speeches and serious columns are another matter.

—There, you slow down.

—Another thing: *Skimming* does not mean *skipping.*

—Different people develop different techniques for skimming.

—The results are the same.

—You gain *more knowledge* in a *shorter period of time.*

BUT REMEMBER: Understanding what you read is much more important than gaining top speed in reading!

A bulletin board display like this heightens your students' anticipation of your newspaper unit. Draw the big letters on a newspaper page. Outline them heavily, then cut them out and mount them.

IDEAS FOR BULLETIN BOARDS

(POSTERS, TOO!)

This is a good display to "promote" the unit in advance. Make the entire newsboy — body, arms, legs, head — out of newspaper.

Your bulletin board is the launch pad to give your newspaper unit a big blast-off.

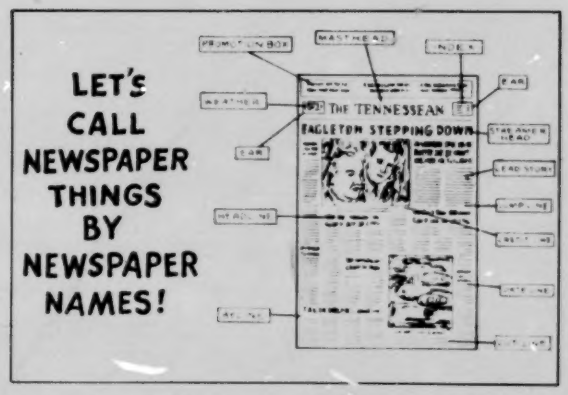
Beginning below—and continuing on the next two pages—are a number of bulletin board and poster suggestions to whet your students' interest and to enhance their understanding.

★ ★ ★

Divide your bulletin board in three vertical sections. Cover the first section with red butcher paper and label it "Communism." Cover the third section with blue paper and label it "The Free World." Cover the middle section with white paper and label it "Is There a Bridge?" Have students clip articles about Commu-

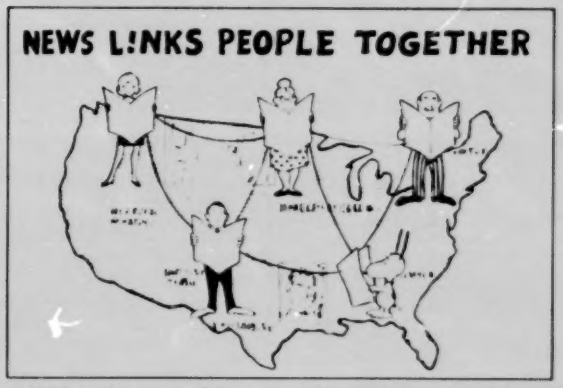
nism and the Free World and mount them at the extremes, and have them look for articles about forces that might bridge the gap: peace talks, the United Nations, etc. Mount these, too, and discuss.

★ ★ ★



Use an actual front page of the paper to introduce your class to newspaper language. The boxes and pointers will stand out if you use red or blue.

★ ★ ★



Make the map from newspaper, the people and Snappy from construction paper or pipe cleaners, the connection links from colored yarn.

★ ★ ★

Divide your class into committees and have two or three newspaper bulletin boards in process of development.

★ ★ ★

Post pictures of famous people on the bulletin board. Have students clip stories (or perhaps just the headlines) concerning the people, and thumbtack them beside or under the pictures.

★ ★ ★

Divide board into areas and label each area. Ask students to look for appropriate headlines and mount in the proper area. Some suggested breakdowns:

Personalities — political, sports, cultural, religious, crime, business, labor, entertainment, science, education, etc.

Community problems — Pollution, traffic, health, law enforcement, schools, welfare, local government, labor troubles, pornography, race relations, etc.

Categories of news — local, state, national, international.

★ ★ ★

Collect several political cartoons, then display them on the board.

★ ★ ★

"How the News Affects YOU!" can be the heading for a bulletin board display of stories about happenings which have a direct effect on the lives of your students.

★ ★ ★

Build a bulletin board around "The Hidden Persuaders," examples of which have been identified by your students and mounted in the proper place on the board. Have them search news stories, ads, editorials, letters to the editor.

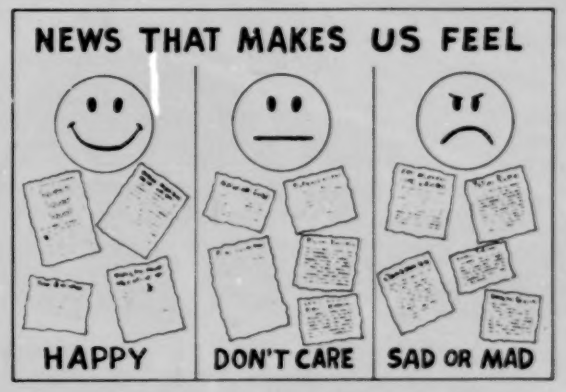
★ ★ ★

Create an "interest corner" of the bulletin board. Display there something of particular interest to the students: a picture, a story, a comic strip, a cartoon, an advertisement. Change it daily.

★ ★ ★

Devise and keep current a "Trouble Spot" map of the world. Clip stories of violence, uprisings, border incidents, epidemics, natural disasters, etc. Thumbtack them outside the map and connect with a piece of yarn to the location.

★ ★ ★



Let your students add the clippings as new stories and pictures appear in the paper. After the middle section is full, have a discussion as to whether some of the "don't care" items should really be cared about.

★ ★ ★

Collect and display various types of newspaper-style publications which appeal to various groups: a metropolitan daily paper, a small-town weekly paper, a financial paper, a labor paper, a religious newspaper, a farm paper, etc.

★ ★ ★

Arrange a display entitled "A Newspaper Is FUN!" Include clippings of such things as comic strips, cross-

word puzzles, other word games, an Art Buchwald column, a delightful feature story, a funny political cartoon, etc.

★ ★ ★

Devote part of the bulletin board to a "Question Mark Map." Display a map of the world (or of the United States, if you prefer, or even of Tennessee) and decorate the fringes with question marks of all sizes and shapes. Make a bright red arrow which can be thumbtacked to pinpoint a city or other location on the map. Change the location daily and have the class see who can be the first to find the story of the news event that happened in that place.

★ ★ ★

The classified ad pages make a good background for adding a newspaper flavor to many sorts of newspaper-in-the-classroom bulletin boards.

★ ★ ★

Using stories, pictures or advertisements clipped from the newspaper, make a collage entitled "Things To Do in Our City" — or any other subject you wish to develop.

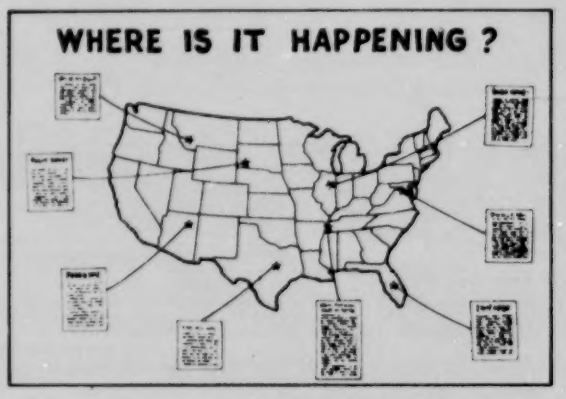
★ ★ ★

Prepare a title: "The Controversy Rages!" Under it, divide the bulletin board into two vertical areas. On one side, post articles, editorials and letters taking one point of view. On the other, represent the opposite stance. Some good subjects: candidates in an election, no-fault insurance, a political "hot potato," etc.

★ ★ ★

Divide the bulletin board into two areas and head them: "Fact or Opinion?" Thumbtack examples of each. Use headlines; portions of editorials, news stories, letters to the editor, opinion columns, reviews of movies or musical performances; advertisements; legal notices; weather; death notices.

★ ★ ★



Use an actual map of the United States. The items and pictures should be changed often. The connectors should be yarn. (NOTE: A world map can be used the same way.)

★ ★ ★

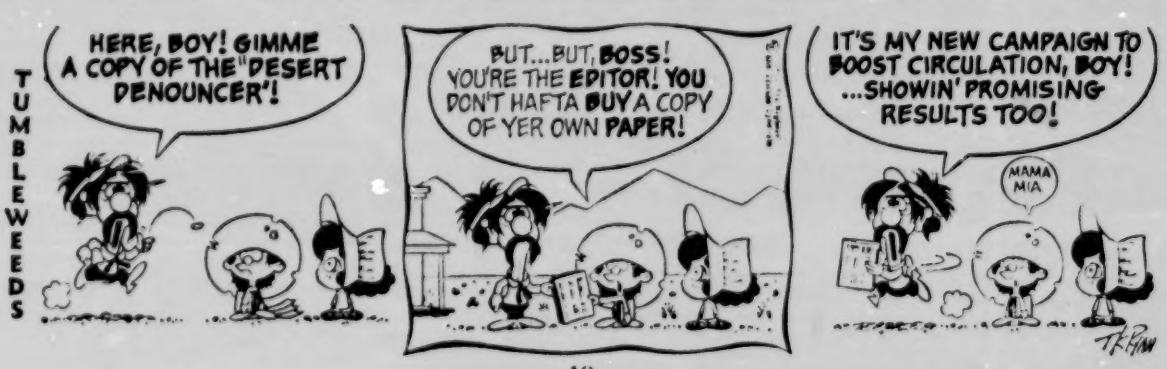
Devote a corner of the bulletin board to "The Word of the Week." Pick a relatively new word, but one which is likely to appear in the newspaper several times. Ask students to look for it and clip the item in which it appears. Circle the word and mount the clippings.

★ ★ ★

Display political cartoons drawn by members of the class on either a single subject or on a variety of subjects.

VACATION PLAN

Toward the end of the school year, prepare a display entitled "Keep Your Brain in Training This Summer!" Then suggest newspaper activities for the student to perform during vacation. Such things as: Read environmental news. Mark vowels. Mark blends. Make a scrapbook on such-and-such. Read two opinion columns each day.


TUMBLEWEEDS
HERE, BOY! GIMME A COPY OF THE "DESERT DENOUNCER"!
BUT...BUT, BOSS! YOU'RE THE EDITOR! YOU DON'T HAFTA BUY A COPY OF YER OWN PAPER!
IT'S MY NEW CAMPAIGN TO BOOST CIRCULATION, BOY! ...SHOWIN' PROMISING RESULTS TOO!
MAMA MIA
TF PAW

Oral Communication

Activities To Create Growth in Oral Communication

1. Thumb through the newspaper, picking out certain photos, and:
   - Discuss what is happening in the picture
   - Make inferences as to what is about to happen
   - Relate personal experiences that are similar
2. Read the weather news for the day, then:
   - Discuss whether the forecast proved accurate
   - Tell what clothes tomorrow's forecast indicates people should wear
   - Describe different kinds of jobs that could or could not be performed, according to the weather in different cities
3. Select a picture or clipping about a personality in the news, then:
   - Pretend to introduce the personality to the class
   - Discuss questions you would like to ask that personality
   - Dramatize an outstanding event with which that personality was involved
4. Discuss (or prepare an oral report on) the importance of advertising to:

   √ *The newspaper* √ *The advertiser* √ *The consumer*
5. Read an opinion column (by William Buckley, William S. White, etc.) and discuss the columnist's point of view. Do you agree or disagree?
6. Read aloud a brief news item and have the class analyze your:

   √ *Diction* √ *Enunciation* √ *Pronunciation*
7. Act out a reported situation, such as trial proceedings or the activity in a hospital room after an accident.
8. Select a classified ad with an unusual twist (such as may often be found in the "Personals" or "Miscellaneous for Sale") and discuss what might have prompted that particular person to place that particular ad.
9. Interview another member of the class as though for a newspaper story, with questions planned in advance. For example:
   - √ A recent trip or vacation
   - √ An experience
   - √ An upcoming or past school event, academic or social
   - √ The effectiveness of a school organization or activity
10. Discuss how you as an individual can have a role in solving a problem that is being emphasized in the news, such as:
    - Pollution
    - Health insurance
    - Welfare
    - Taxes
11. Read aloud a portion of the printed text of a speech or statement by a well-known speaker, then analyze the content of the text.

12. Pretend to make a phone call to a person in the news, either agreeing or disagreeing with something he has said or done. (The teacher can assume the role of the person in the news.)

13. Read the leads of the top news stories of the day, as though you were a radio or television newscaster.

14. With other students, assume various comic-strip roles, and dramatize comic-strip sequences. Choose:

    - A one-day episode
    - A week-long sequence

15. Read a news article silently, then tell the class the "jist" of that particular item of news.

16. Select a news clipping and prepare, then give, an oral report on that clipping during the next class session.

17. Read a letter to the editor and tell why you agree or disagree with what the writer said.

18. Discuss the symbolism and meaning of an editorial cartoon.

19. Read silently, then discuss with class members a regular local feature, column, etc., such as:

    - An Elmer Hinton column
    - An editorial
    - A Harry Haun movie review
    - The horoscope

20. Pick a designated theme, then look through today's issue of the newspaper to find all the stories and pictures which relate to that theme, discussing each item. Themes might be:

    √ *Crime*
    √ *Animals*
    √ *The season of the year*
    √ *Children*

21. Read aloud the opening two or three paragraphs of a story, and relate to the class what are the five W's and the H of the story. Check to see if any member of your class disagrees.

22. (TO TEACHER) Divide the class into groups and have each group select one of the following:

    √ Most interesting sports story of the day
    √ Most interesting photograph in the newspaper
    √ Best comic strip of the day
    √ Best editorial

    Within a set time limit, each group reports orally, explaining the facets of the story or section. Keep the same groups, but rotate the topics on a weekly assignment basis.

23. (TO TEACHER) Using the day's editorial cartoon as a springboard, stage a debate on the issue involved. After the debate has proceeded for some time, have the students reverse their opinions. List on the blackboard the arguments pro and con, and at the conclusion of the debate, have the class resolve which side it is on as a class.

24. (TO TEACHER) Read a letter to "Dear Abby" and have your students respond with solutions to the reader's problem. In a humorous or in a serious way, the class's answers can be compared to Abby's solution.

25. (TO TEACHER) Let two or three children work up a newscast based on the day's news reported in the morning newspaper. More than one group could work up other newscasts from the same news or from news in another day's paper.

Reading

Activities To Enrich Reading Experiences

1. From a list of questions on the blackboard, skim the paper to find the answers.
2. Read carefully and report on one of the following:
   - √ A major sports story of the day
   - √ Where food bargains may be found
   - √ An editorial or editorial cartoon
   - √ A comic strip
3. Read the first paragraph of a news story (or a brief news item in its entirety) and write or tell in a sentence what the story is about. (Beginning "This story tells . . ." or "This story is about . . ." etc.)
4. Clip a news story out of the paper, without its headline, and swap it for one a classmate has clipped from a different page. Then, without having seen the original headline, read the story and write a headline which you think stresses the main point of the story.
5. As a class, read an entire article and tell how each paragraph is important in helping to develop the story.
6. Read a news item, then use your pencil to number, on each of the paragraphs, the chronological order of the story.
7. Try to find (there may not be one in the issue) the editorial or news story which matches an editorial cartoon.
8. Read a news story and answer the following questions:
   - Who is the article about?
   - What did they do?
   - Where did they do it?
   - When did it happen?
   - Why did it happen?
   - How did it happen?
9. Read a news story or feature, then discuss what sort of person the main subject seems to be, at least as he appears in this particular account. What things has the writer said about him to make you feel this way?
10. Read the comic strips and find things that the characters say or do which remind you of things you or others have said or done before.
11. Read the "Help Wanted" classified ads (or, at least, a sampling) and see if any of the jobs appeal to you. Which do not? Why?
12. Read a feature article and tell how the writer makes you feel. Decide which parts of the article set the mood. Find words and sentences in the story which give you these feelings.
13. Compare a feature article with a news article, noting the importance of human emotional appeal in the feature story. The story may:
    - √ Arouse curiosity
    - √ Cause pity
    - √ Arouse indignation
    - √ Provoke humor
    - √ Stir imagination
    - √ Cause admiration

14. Read a news or feature story and list words or phrases which are:

- Action-oriented
- Colorful
- Happy
- Angry

15. As you read the newspaper, mark or list any typographical errors you find, which have escaped the proofreaders.

16. Test different reading techniques by scanning a news story and then telling what you think it means, then reading it word for word and seeing if your interpretation has changed in any way.

17. Look at a picture for 30 seconds, then list as many details as you can remember. Make it a contest if you wish.

18. (TO TEACHER) Allow the class a 15-minute newspaper reading period. Then ask the students to list as many items, large and small, as they can recall. Make a contest of it.

19. Plan what would be (for you) a perfect TV schedule for one evening. Compare your plan with the other students' plans.

20. How to fold a newspaper for easier reading:

- Fold the newspaper easily at the middle
- Then fold to the quarter page desired.

(TO TEACHER) Just for fun, arrange chairs to simulate the seating arrangement in a bus. Have the children seated in the bus and standing in the aisles. The bus is very crowded. How does each manage to read his newspaper?

21. (TO TEACHER) Check reading comprehension by having the class read as many articles as they can within a set time limit. Then list the articles and as many facts about them as they can remember.

22. (TO TEACHER) Cut a news story or a feature story into paragraphs. Have your class put the story back into correct sequence. (If you want to make it more challenging, scramble 2 or 3 stories that have been cut up.)

23. Clip the index from your newspaper and paste it in the middle of a blank sheet of paper. Then search through the paper to find examples of each item listed in the index. Clip the examples and paste them around the index, drawing a line between the clipping and the item as listed in the index.

24. (TO TEACHER) Have a scavanger hunt for newspaper articles about such things as:

- Travel
- Politics
- The stock market
- Labor
- An editorial
- Others of your choice

25. Make a list of all the countries listed on the first 10 pages. Make another list of the states mentioned on the first 10 pages.

Listening

Activities To Encourage Good Listening Habits

1. Listen to a brief news item (or part of a longer one) being read, then illustrate your understanding by means of creative activities such as:

   √ Writing a brief summary
   √ Writing a title
   √ Writing a newspaper-style headline

2. Listen to a news article and list words which begin with the same letter. Or list words which:

   - Are unfamiliar (stop and discuss)
   - Are repeated several times
   - Are unusual or exciting
   - Are friendly, sad, happy, angry, etc.
   - Pertain to a particular study in a subject area

3. Listen to a funny news item or feature story and state the humorous ways in which the writer expressed himself.

4. Listen to the direct quotations of people quoted in news stories and decide whether their statements are fact or opinion.

5. Listen to a news article and then tell the *who, what, when, where, why* and *how* contained in the article.

6. Listen for the parts of a news article which cite problems and, also, the parts which propose solutions to those problems.

7. Listen to news items and decide whether they:

   √ *Inform* √ *Shape opinion* √ *Help* √ *Entertain*

8. Listen to an article and decide whether it is intended to change our thinking or information either:

   - *Socially*
   - *Politically*
   - *Scientifically*
   - *Economically*
   - *Religiously*
   - *Culturally*

9. Listen to class members read aloud the comic strips and decide whether they are using the right speech pattern (if you do not think so, suggest the way you would do it) for characters like:

   - *Li'l Abner*
   - *Judge Parker*
   - *Dagwood Bumstead*

10. Listen to a news story being read, then take a short-answer test (written or oral) on your retention of the main facts in the story.

11. Take dictation on a brief news item (or part of a longer one), then compare what you have done with the original item.

12. (TO TEACHER) Before giving the students their copies of the newspaper, tear out several pictures from one copy, and then either mount those pictures on the chalk ledge or pass them around among the class members. Then read the accompanying captions (or news stories—as many paragraphs as are needed for identification) to the students, having them match the right texts with the right pictures.

Punctuation & Grammar

Activities To Improve Punctuation and Grammar

1. Scan the newspaper to find:
   - Abbreviations in a news item
   - Capitalization at the beginning of the sentences
   - Capitalization of proper names, street addresses
   - Various types of punctuation used at the end of sentences
2. Decide why the writer used certain types of punctuation—such as the dash, the colon, the comma—in a particular sentence.
3. Be on the lookout for typographical errors in punctuation in the paper, and correct them in the margin of the page.
4. Underline the quotations in an article, being on the lookout for examples of double or triple quotes.
5. Decide why, in headlines where punctuation is used, the lack of punctuation might make the meaning unclear.
6. In a given time limit (possibly in competition with the rest of the class), scan the paper and mark as many different types of punctuation as you can find.
7. (TO TEACHER) Have your class search through the newspaper for headline words beginning with letters a, b, c, etc. Cut them out and hand them in. Paste each word onto a 3x5 filing card. As a learning center project, have students arrange the stack of cards in alphabetical order. You can also divide the stack among students. Alphabetizing can also be practiced by:
   - Putting all words beginning with the same letter into alphabetical order
   - Putting into order a stack of cards, each card representing a letter of the alphabet
8. Be on the lookout for examples of bad grammar in the newspaper—for the most part (hopefully) these should not appear in a writer's copy, but may often appear in comic strips or in direct quotations from those interviewed, as in:

   "We ain't never asked nobody for nothing," the old man said, proudly.
9. (TO TEACHER) Just for fun—without giving the class any clues, select a news story and, going through it, cross out a number of key nouns, verbs, adjectives and adverbs. Then, still without telling the class anything about the story, ask them to give, in order, their own nouns or other appropriate parts of speech to take the place of the crossed-out words, saying, "I need a plural noun . . . now I need a singular verb . . . etc." When you have filled in all the blanks, read the resulting story, which (depending on your selectivity) can read something like:

   Gov. Winfield Dunn has proclaimed next week as *"Sexy Persimmons* Week" by etching his signature into a specially engraved *fire hydrant* fashioned from a crosscut section of a *cornbread stick*, the state tree . . .
10. On front page headlines, mark vowels that are long or short.

11. Pick one story and circle, in different colors:
    - √ Nouns
    - √ Pronouns
    - √ Possessive adjectives
    - √ Descriptive adjectives
    - √ Verbs in the present tense
    - √ Verbs in the past tense

12. (TO TEACHER) Clip out several headlines, each in a different size type, and paste them onto cardboard. Then cut the headlines into individual words. Have the class arrange the words to make sense.

VOCABULARY

Activities To Enrich Vocabulary

1. Clip headline words and paste them up under headings such as:
    - √ Action words
    - √ Colorful words
    - √ Alarming words
    - √ Angry words
    - √ Exciting words
    - √ Happy words

2. Underline or list unfamiliar words found in a news item, ad, feature, etc. Use these words as a dictionary assignment or as a spelling assignment.

3. (TO TEACHER) Clip and mount a picture from the newspaper, then have the class list descriptive words for that picture underneath it. A kitten, for example, might draw the responses "soft," "cuddly," "fluffy," etc.

4. Compile a list of 10 words, listing their meaning as they are used in the particular news story in which you find them.

5. Divide into teams (or on a group or individual basis) and work such word exercises in the newspaper as:
    - The crossword puzzle
    - The Word Game
    - Scram-lets

6. Go through the paper and suggest synonyms for key words in headlines or stories.

7. Scan the headlines on the front page and pick out any words that may have other meanings in other situations, discussing the difference in meanings. Commonly used words of this type (which may appear as nouns or verbs, with different meanings as either) include, among many others:

    √ *File* √ *Hit* √ *Check* √ *Score*

8. Be on the lookout for words which are so new that they will probably not be in the dictionary, such as:
    - *Scientific terms*
    - *Slang terms*

    See how many terms you can list, with definitions.

9. Find out the proper names for such commonly used terms in the newspaper as:

    ☐ *NATO* ☐ *CIA* ☐ *FHA* ☐ *UPI* ☐ *SNCC*

10. Turn to a specific section of the paper and locate words which are more likely to appear in that section than in any other section, words such as:
    - "Inning" or "pennant," etc., in the sports section
    - "Simmer" or "baste," etc., on the food page

11. Read an article in the newspaper, noting, underlining, discussing, and using in original sentences:

    √ *Descriptive words* √ *Action words* √ *Happy words*

    √ *Use of comparisons* √ *Quiet words* √ *Color words*

12. In the same story or in different stories, look for synonyms for the same word (for example, the different substitutes frequently used for "says" or "said").

13. Use sports page headlines to find synonyms for "win" and "lose". Clip and make a paste-up of these.

14. Make a collection of cliched expressions found in news stories, such as:

    - "Depths of despair"
    - "Ripe old age"
    - "Easier said than done"

15. Collect examples of writing which, in your opinion, are fresh and colorful and still get the point across. At the end of the unit, mail them to the editor, if you wish.

16. Circle descriptive words, such as "beautiful", etc. Decide if the implied description is correct. Think of synonyms.

17. Cut out headline words which you don't understand. Paste them down and look up their meanings. Review these weekly. (Before looking the words up, try to figure out their meanings from the story's context.)

18. Look at the front page (or any page of your choice) and find, and then list, all the words which begin with letter combinations such as:

    - "Ch"
    - "Sh"
    - "Th"

19. List in alphabetical order, the names of fruit and vegetables mentioned in one of the large supermarket advertisements.

Language Arts in the Newspaper

Writing

Activities To Help Develop Sentence-Writing

1. Write a sentence describing a news picture. (Devise different ways of beginning the sentence.)

2. Choose a personality in the news. Write questions you would like to ask him, if you got the chance to talk to him.

3. Mark out the conversation of the comic-strip characters, and write your own dialogue for them (underneath the crossed-out words, if there is room; on a separate sheet of paper, if there is not). Remember the sentences must be short, but expressive.

4. Watch as your teacher writes on the board the *who, what, where, when, why* and *how* of a story you have not read. Then try to write one sentence which sums up the main idea of the story, using as many of the facts given you as are necessary.

5. (TO TEACHER) Locate an advertisement in the paper which includes a slogan such as "As refreshing as a summer cruise." Have your students study the ad, then write their own slogans for the same products, in sentence form, with different slants, such as: "Blotz Cola is as refreshing as a mountain stream." Just for fun, select some of the best of these slogans and either draw or have class members draw matching pictures on the blackboard (stick figures or the like will suffice).

6. Look at the headline of a story, without reading any of the story itself, and write a lead sentence which you think would follow that particular headline.

7. Read a headline and story, then write other headlines which you think could have been used with the story.

8. Be on the lookout for and rewrite sentences with unclear (and often humorous) phrase structure, such as:

   - "After Johnson fed the dog, he ran out in the street to chase a car."
   - "For sale: Gentle watchdog, will eat anything, especially fond of children."

9. Clip out the news headlines and rewrite them as sentences, filling in any missing words (articles, linking verbs, etc.). Thus, "Rights Lawyer Reports Fiery Cross in Yard" would become "A civil rights lawyer reported that a cross was set on fire in his yard."

10. Take headlines which are simple sentences and expand them into compound or complex sentences by adding additional material found in the accompanying story. Thus, "State Tax Collection Still Rising" might become "State Tax Collection Still Rising, But April Drop Predicted."

11. Pick any sentence in a news story and write a headline from it.

12. Write the headlines for Nursery Rhymes. For example:

    - Little Bo Peep: "Girl Reports Lost Sheep"
    - Jack and Jill: "2 Children Fall From Hill; 1 Hurt"

13. Pick out a well-written feature story and see if you can come up with two or three different leads (opening paragraphs) which would also be effective.

14. Write a one-sentence summary of an editorial writer's position as stated in a particular editorial.

15. (TO TEACHER) Cut the captions from newspaper photographs and ask your students to write their own captions.

16. Try to find a story with a lead including the 5 W's and if possible, also the H. Then rewrite the lead in different ways, beginning each rewrite with a different W, and then with the H.

17. Compose want ads for:

    - An item or service you personally want to sell
    - An item or service you want to buy
    - Something you want to give away

Activities To Help Develop Letter-Writing

(NOTE TO TEACHER: Be sure to tell students their letters are not to be mailed, particularly in the cases of ordering merchandise or tickets, etc., unless the students really want the merchandise or tickets.)

1. Write (and mail, if you wish) a letter to a reporter, commenting on your reaction to a story he wrote in the newspaper.

2. Write a letter to a person involved in a current newspaper story, agreeing, disagreeing, or commiserating with what he said or did.

3. Write a congratulatory letter to someone mentioned in the newspaper in connection with:

- Winning a scholarship
- Winning an art contest
- Winning a sports event
- Etc.

4. Study the letters to the editor. Choose one of them to answer, either supporting or opposing the view it expresses. Mail your letter to the newspaper.

5. Pick a topic which is important to you—but is not included in today's letters to the editor—and write (and mail, if you wish) a letter of your own to the newspaper.

6. Write an answer to an advertisement for employment.

7. Order merchandise from an advertisement.

8. Use the society page to write an invitation to one of the social functions listed there, noting time, date, place, attire, etc.

9. Read the amusement page and order tickets for an upcoming performance.

10. Read an item in the paper, and then write a letter to a friend, telling him about what the item described.

Activities To Help Develop Creative Writing

1. Write an account of events in a comic strip by translating them into story form, such as, "Blondie went shopping and bought a new hat, but when she got home, she was afraid to show it to Dagwood . . . etc."

2. Using the "Lost & Found" column, write a story of what might have happened to the lost purse, dog, cat, etc.

3. Using the "For Sale" column, write a story speculating on why the item is being sold. (Ads which might elicit interesting stories are those like: "For sale—bridal gown, size 12, never worn.")

4. Using (as a source of inspiration and of factual reference) a news item your teacher has selected—or one which particularly appeals to you—write an original story or poem about an incident such as:

- A bank robbery
- A soldier killed in battle
- A mountain-climbing expedition
- Etc.

5. (TO TEACHER) Clip out a picture from the paper, without its accompanying caption or news story, and either set it on the chalk ledge or pass it around for all the students to see. Then, have students write a brief account of what they think is happening in the picture, as well as what they think has happened and might happen, before and after the picture was made.

6. Using the weather report of yesterday's temperatures, precipitation, etc., write a descriptive paragraph about the weather on that day. Or, write a story about how the weather affected you that day.

7. Using newspaper predictions of scheduled events, possible occurrences, or technological advances, write a story based on what the future will be like, in the light of those events, occurrences, or advances.

8. From the suggestions of ads and photos, pick an inanimate object and write a first-person story about that object, putting yourself in its place. (For example, you might be a television set and say, "Well, this murder mystery really has got my owner watching me intently—think I'll shake him up by losing my picture. Wow, look at him jump up. Now, watch that language" . . . etc.

9. Pick an editorial (preferably one with which you disagree) on a controversial subject, and write your own editorial on the same issue.

10. Read articles and/or clip pictures on a certain topic as a background for an essay. Topics might include:

    √ Soil conservation √ New taxes √ Welfare programs

11. Write an informal essay based on an editorial cartoon, telling what the cartoon means to you and whether you agree with the expressed idea.

12. Pick a brief news article and, using the facts it contains, write a more elaborate account of the same story.

13. Write a description of someone in the news, based on the information or photos contained in the newspaper.

14. Rewrite a news story from the point of view of one of the people in the story. For example, in the story of a bank robbery, rewrite it as if you were the robber; the clerk; the bank guard; a customer; or the policeman who captured the robber.

15. Study the comic page. Then develop your own comic strip. Draw (or sketch in stick figures) a week's series of panels and write the characters' dialogues.

16. Write a straight news story, telling the who, what, when, where, why and how, about a poem (epic in nature) such as "The Charge of the Light Brigade".

17. Write a feature story, as though for the newspaper, about your teacher—her appearance, personality, mannerisms and style of teaching.

18. Write a character sketch of a cartoon character. Try:
    - Andy Capp
    - Mr. Dithers
    - Tumbleweeds
    - Mary Worth

19. Study the editorials, then write an editorial of your own regarding a school problem or subject. Topic possibilities could be:
    - √ How effective is the Student Council?
    - √ Should we have a longer lunch period?
    - √ Should sports be emphasized more than drama or debate?

20. (TO TEACHER) Show the class a news photograph with several people in an interesting situation. Ask your students to write stories from the point of view of one of the people in the picture. For example:
    - In a wedding party picture—the bride, groom, preacher, father of the bride, the mother of the bride, etc.
    - In a sports picture—the umpire, the runner, the catcher, etc.

21. Look for a news story, feature or picture which reminds you of some event in your own life. Try to "write up" your personal event in the style of a newspaper reporter.

22. Interview a parent, neighbor or friend on a timely subject. Then write a news story, based on your interview. Some possible subjects are:

- ✓ Problems of law enforcement
- ✓ Raising children in the 70's
- ✓ Do's and Don'ts of fishing

23. (TO TEACHER) Divide your class into groups of 2 or 3 (or have each student work individually) to compose a historic "mini-newspaper". The reported time period could be any period in history which the group chooses. A possible format would be:

- Front page: news stories
- Page 2, top: feature writing
- 2nd page, bottom: editorials and letters to editor
- 3rd page: choice: either sports or society news
- Page 4, top: display ads
- Page 4, bottom: classified ads

24. As interviewer of the week, pick out a member of the student body and then write a feature story about him. Your article should include quotes (representing his opinions), biographical information, and physical description.

25. Find stories of weddings and engagements in the women's section. After you have looked at several, write an imaginary wedding or engagement story about any two of your classmates.

26. Keep up with one opinion columist for a period of time by reading and collecting his columns. Then write a composition on his particular style, philosophy, subject matter, etc. You might choose a columnist such as:

- Jack Anderson
- William Buckley

27. Toward the newspaper unit's end, write a theme on the "reasoning of the Tennessean".

28. (TO TEACHER) Make a selection of news articles. Distribute them among your students and ask each student to write an editorial on the same subject as the news article.

TUMBLEWEEDS
I'D LIKE MY WANT AD TO READ AS FOLLOWS:
DESERT DENOUNCER
"WANTED: HANDSOME MALE TO TAKE OVER DOMESTIC DUTIES AND CHANGE NAME OF CUTE SINGLE GIRL. WARM, CONGENIAL WORKING CONDITIONS. PIPE AND SLIPPERS FURNISHED. MUST BE SINGLE. ANYONE NOT NAMED 'TUMBLEWEEDS' NEED NOT APPLY. FOR AN INTERVIEW ARRANGE RENDEZVOUZ WITH MISS HILDEGARD HAMHOCKER."
6-29
WHY DON'T YA JUST SAY: "WANTED: TUMBLEWEEDS. OBJECT: MARRIAGE"?
TOO OBVIOUS
DESERT DENOUNCER

Gaining Insights Into Personal Well-Being Through

HEALTH in the Newspaper

Because health is a major concern of every individual, the newspaper carries in each issue a number of news stories, features, and photographs, either dealing specifically with, or related to, the subject of health.

Activities To Inform and Advise Ourselves About Our Health

1. Scan the newspaper and mark (for class discussion later) any stories or pictures concerning health. Topics could include:

   - Air pollution
   - Water pollution
   - Cigarettes and cancer
   - Fluoridation of water
   - Population control
   - Hospitals
   - Hospitalization insurance
   - Contaminated foods
   - Dangerous toys, etc.
   - Automobile safety
   - Local health agencies—services
   - Immunization for various diseases
   - Wonder drugs
   - Garbage disposal techniques
   - Communicable diseases, epidemics
   - Crippling or fatal diseases
   - Organ transplants
   - Heart surgery, etc.
   - Rabid animals
   - Home safety hints

   Discuss in what ways (if any) these stories affect you, personally.

2. Clip from the newspaper any stories related to family health, nutrition, home safety, etc., and then establish:

   - A home bulletin board—using the most important or urgent items, such as warnings about contaminated foods, rabid animals, epidemics, etc.
   - A home health folder—using items of long-term interest, such as dental health hints, balanced diet suggestions, first-aid procedures, etc.

3. Supplement your health vocabulary by looking through news stories and listing the health-related words you run across, such as:

√ Bacteria	√ Pasteurization	√ Immunize
√ Barbiturate	√ Amphetamine	√ Addiction
√ Narcotics	√ Toxic	√ Botulism
√ Optometrist	√ Therapy	√ Nutrition
√ Quarantine	√ Cholestrol	√ Tranquilizers

   Discuss each term on your list—both as it applies to the story and, also, as it applies to you, personally.

4. Over a period of time, collect newspaper clippings on a given topic to use in a more extensive classroom discussion. Topics should reflect major problems such as:
   √ Drug abuse √ Alcohol abuse √ Pollution (all kinds)

5. Where practical, keep a school bulletin board of health hints, news stories or features on health topics, or pictures involving health practices or procedures.

6. Scan the paper for ads of patent medicine or other health aids and discuss whether the claims they make are valid or suspicious, reasonable or unreasonable.

7. Be on the lookout for news stories of new developments in the field of health, and discuss how the new thinking substantiates or disproves old superstitions or folklore.

Using the Newspaper in

MATHEMATICS

Activities To Enrich Arithmetical Meanings

1. Use page one to improve your skill in counting, by determining:
   - The number of columns
   - The number of pictures
   - The number of headlines
   - The number of stories
   - The number of capital letters in the headlines
   - The number of "e's" ("a's", etc.) appearing in the headlines
   - The number of lines in a given column or story

2. Using pictures in the news or advertisements, count the number of objects in a particular group, such as:
   - √ The number of pieces of furniture in a bedroom (kitchen, dining room, living room, etc.) setting
   - √ The number of pieces of furniture in several rooms put together
   - √ The number of pieces of furniture or furnishings touching the floor; the number not touching the floor
   - √ The number of power tools, tires, wigs, etc.
   - √ The number of times a specific numeral appears

3. Select an advertisement and underline all numbers having one digit, circle numbers with two digits, and put a cross mark through numbers with three digits.

4. Using ads, news items, feature stories, etc., underline words or phrases that illustrate concepts of size, such as:
   - Biggest
   - Greatest
   - Smaller
   - Tallest
   - Shortest
   - Longest
   - Larger
   - Short
   - Tiny
   - Diminutive
   - Gigantic
   - Average
   - Above average
   - Trial size
   - King size

5. Underline words and phrases in the newspaper that illustrate concepts of locations, such as:

   √ Low √ High √ Top √ Bottom
   √ Under √ Over √ Beside √ Near
   √ Adjacent √ Far √ Below √ Above

6. Underline words and phrases in the newspaper which illustrate concepts of time, such as:
   - Six-week tour
   - More than 36 years of continuous growth and service
   - Ten-year guarantee
   - Today, tomorrow, yesterday
   - Decade
   - Next week, last month, this year, etc.
   - Biannual, biennial, semiannual, centennial, etc.

7. Underline words and phrases in the newspaper which illustrate concepts of quantity, such as:

√ All	√ Fewer	√ None
√ Most	√ Many	√ Minimum
√ More	√ Less	√ Maximum

8. Underline words and phrases in the newspaper which illustrate concepts of quality or value, such as:

- All silk
- Worth a dime
- Genuine cowhide
- True weight
- 14K gold
- 100% cashmere
- Feather light
- Heavy duty

9. Underline words and phrases in the newspaper which illustrate concepts of money, such as:

√ $10 down, and $2.25 a month for 12 months
√ 5½% per annum return on your savings
√ 50 cents each, or two for 99 cents

10. Read the sale price of commodities on a specified page of the paper, then try to find the same items in another ad on another page, comparing the prices.

11. Using the weather map and accompanying data, compare temperatures:

- At different times of the day
- In different cities on the same day

12. Make a graph which shows:

√ The variation in temperatures during the past day (line graph)
√ The percentage of local, national, and international news stories on page one (circle graph)
√ The number of pages in each section of the newspaper (bar graph)

13. Locate and underline (or read aloud) higher numbers which might appear in stories concerning:

- Appropriations made by the government
- Semiannual financial statements by a bank
- The speed of a jet
- Probated wills
- Shares of stock traded (on the business page)
- The prices shown under "Homes for Sale" (classified ads)

14. Practice reading decimals which might appear in:

√ Weather reports
√ Dow Jones averages
√ The cost of items in dollars and cents, in ads
√ The standings, percentage-wise, of teams in their leagues

15. See how many different geometric forms you can find in the newspaper, by searching through the photos and advertisements.

16. Watch for articles or advertisements involving such items as:

- Money and banking
- Bank discounts
- Loans and financing
- Down payments
- Traveler's checks
- Interest rates
- Budgets
- Installment buying

Clip them out and discuss the arithmetic involved.

17. Number recognition: Find as many different numbers in an ad as possible; cut them out and arrange them in numerical order. Don't forget zero! See how a 6 can be turned upside down to make a 9 and that a 2 can be cut from 22. Paste them down. Then write the number next to the newspaper number.

Activities To Further the Use of the Fundamental Processes and Mathematical Understandings in Problem-Solving

1. Use the items in a grocery ad to:

   √ Plan and compute the cost of a meal for your family
   √ Figure the cost of preparing a picnic, party, etc., for a specified number of people
   √ Figure the cost of a meal for a family of five parents, teen-age boy, a baby girl and the grandmother.

2. Using recipes from the food page of the newspaper, first estimate, then determine exactly, the amounts of the various ingredients needed to:

   - Double the recipe
   - Triple the recipe
   - Halve the recipe
   - Prepare enough to serve the entire class

3. Use today's weather report to:

   √ Find the difference between yesterday's high (or low) temperature and the all-time high (or low)
   √ Study the range of temperatures in a designated time span
   √ Find the average temperature for a given number of hours
   √ Make graphs to illustrate the above

4. Write original problems for you or your classmates to work, using ads relating to such merchandise as:

   - Toys
   - Clothes
   - Drugs
   - Furniture
   - Appliances
   - Automobiles

   Such problems might include the cost of multiple items, change received, amount of money saved, etc.

5. Read printed schedules of buses, trains, and airplanes, to aid in reading and writing time. Compute the travel time from one point to another.

6. In the "Help Wanted" columns, find jobs that list salaries in some form or other, then compute those salaries to show how they might be variously figured:

   √ On an hourly basis
   √ On a daily basis
   √ On a weekly basis
   √ On a monthly basis
   √ On a yearly basis
   √ Over a five-year period of time

7. Measure a newspaper page (or an ad, a column, a photo) to find:

   - The length
   - The area
   - The width
   - The diagonals

8. Use the financial page to study the market quotations and work problems by:

   √ Choosing one particular stock and following it for a given length of time
   √ Pretending you purchased 10 shares of a certain stock and computing, each day, the percentage of profit or loss
   √ Imagining you have $1,000 to invest in your favorite stock, and watching to see how that sum grows or decreases

9. Refer to the sports section to make and compute problems, by:

- Finding the batting averages of baseball teams in given games
- Figuring the shooting averages of individual players in a given basketball game
- Determining a football player's rushing average or passing percentage in a given game
- Checking the team standings and determining how many percentage points a given team will gain or lose, depending on the outcome of its next game
- Making graphs using sports statistics (won-lost record, batting average, etc.)

10. Use furniture ads to find the cost of furnishing a room in a house.

11. Test your ability to read the stock market page by seeing if you can determine:

- √ What the high was for a certain stock
- √ What the low was for a certain stock
- √ How many shares of a certain stock were sold that day
- √ What the opening and closing were for a certain stock

Pick a type of stock and keep up with it on the basis of the above for a period of time.

12. Be on the lookout for graphs which may occasionally be found in the newspaper, and try to find examples of:

- Line graphs
- Bar graphs (both horizontal & vertical)
- Circle graphs
- Pictorial graphs

13. Scan the "paid" death notices and from those which give the age of the deceased compute the average age of death of those who died.

14. Choose three food market ads and compare the prices. At which market and with which item does it appear savings can be made?

15. (TO TEACHER) Choose an ad and ask your students to figure prices for a "10% off" sale; "15% off"; 25%; 40%.

16. Measure various sizes of display ads (14 agate lines per inch) at 65c per line. How much does an ad cost per day? How much money would be received by the newspaper for a page of classified ads (at the rate of again 65c per agate line and 300 agate lines per column)?

17. Pick a classified ad and using the rates published in the classified section—find:

- The cost of the ad if it is run for one day; for four days; for seven days; for 10 days
- The average number of words per line
- The average cost of each word in each line
- The total cost of several specified ads if they are all run for one day only; for four days; for seven days; for 10 days

18. Compute averages by looking at:

- "Houses for Sale" classifieds—find the average cost of homes in specific areas
- "Automobiles for Sale" dealer display classifieds—find the average cost of all the cars in an ad; all the cars of a certain make in an ad; all the cars of a certain year in an ad
- Weather data—find the average temperature in a selected number of cities (such as cities in the same geographical area)

19. Pick a retail advertisement and figure out how much you would pay to purchase all of the items listed for sale.

20. Use a yardstick or ruler to figure out the number of square inches:

- √ In one page of the newspaper
- √ In one section of the newspaper
- √ In the entire newspaper
- √ In an ad or in a selected number of ads

Convert your figures to square feet.

21. From a selection of travel ads, decide where you would like to go and make up an itinerary. Then calculate the cost and measure the distance between home and where you would be traveling to.

22. Use sale ads from department stores, furniture stores, etc., to figure out such factors as:

- The percentage of discount on a given item
- The difference between the sales price and the regular price of a given item

23. Using a ruler, figure the percentage of space, on a given page, devoted to:

- Ads
- Pictures
- News
- Headlines

24. Compute from the weather data the percentage of cities listed which had temperatures above a certain figure or below a certain figure.

25. Multiply or divide amounts from recipes on the food page to arrive at the correct portions of food for a specified number of diners.

26. From ads for banks or other savings-and-loans agencies which list rates of interest, compute the interest over a year's time on a specific amount.

27. Turn to the stock market reports and compute:

- √ The percentages of profits and losses for specific stocks
- √ The theoretical profits and losses of a specific stock over a given period of time, based on a $1,000 investment

28. Use the newspaper advertisements, news articles, etc., to create original mathematical problems for your classmates and you to work.

29. Practice making change, using grocery ads to figure the cost of imaginary purchases. Add up your purchase and make change from the next highest bill. (For example: if your purchase totals $3.52, make change from a $5 bill.)

30. Watch for carpet ads, and figure the amount of carpet (and the cost) needed to cover your living room, bedroom, the classroom, etc.

31. Obtain a state sales tax table and using the prices stated in ads figure the sales tax on:

- Various individual grocery items
- A number of grocery items, purchased at the same time
- A piece of furniture
- Enough furniture to fill a room
- An automobile, television set, washer & dryer, etc.

32. You are given $100 to spend as you wish. Select your purchases from ads for:

- Food
- Clothing
- Household furnishings
- Other

Using the Newspaper in

Home Economics And Consumer Education

Activities To Increase Our Awareness as Consumers and/or Homemakers

1. Use the food advertisements in the newspaper to consider the advantages and disadvantages of comparative shopping. Discuss such advantages as:

   - √ Seeing which stores offer better bargains on a given day
   - √ Becoming aware of which items the stores consider competitive, and which ones generally cost the same at all stores
   - √ Becoming aware of seasonal specials, such as turkey at Thanksgiving or strawberries during the spring and summer

   And, discuss such disadvantages as:

   - √ The difficulty of finding many items which can be truly compared, because brands, package sizes, and quality may often differ, even when somewhat similar items appear in more than one ad
   - √ The possibility of expending more money in bus fare or gasoline, etc., by going to a distant store (or by going to several stores) in order to purchase "bargains"

2. Study individual advertisements for various types of merchandise and discuss which stores are offering "good buys" for such products as:

   - Appliances
   - Furniture
   - Meats
   - Clothing
   - Produce
   - Tires

   In each case, discuss such factors as:

   - √ Why prices change
   - √ How quality varies
   - √ What factors influence prices
   - √ How a "bargain" is not necessarily a bargain, if you will not really make optimum use of what you are buying

3. In a notebook or manila folder, begin a "family file" of news clippings, pictures, etc., dealing with such matters as:

   - Child care—conduct of small children, juvenile delinquency problems, broken homes, etc.
   - Personal problems
   - Marital problems
   - Family health ideas and warnings
   - Family recreation ideas—TV listings, outdoor sports activities, church functions, etc.

4. Be on the lookout for—and discuss—news articles which concern the maintenance or improvement of your home. Such stories might concern:

   √ Heating or cooling the home
   √ Painting, remodeling, or interior decoration of the home
   √ Carpeting
   √ Landscaping or lawn care
   √ Home safety devices

5. Be on the lookout for—and discuss—news stories regarding "rackets" or "con games" based upon home services. Such rackets might involve:

   - Aluminum siding
   - Roofing
   - Gutter-cleaning
   - Tree-trimming
   - Asphalting
   - Pest control
   - TV repairs
   - Furnace repairs
   - Storm windows

   Discuss methods to thwart such rackets, such as determining their legitimacy by phoning the Better Business Bureau or the police whenever approached by someone offering these services.

6. Establish for your home use a file containing recipes which appear in the newspaper and, using these recipes:

   √ Plan meals for overweight people; underweight people; normal people
   √ Plan menus for a specific purpose, such as a camping trip; a picnic; for someone who is ill
   √ Plan meals for specific types of people, such as growing boys and girls; office workers; construction workers; farmers
   √ Discuss ways to make your normal meals more interesting

7. Look through the ads for examples of foods high in various nutrients or vitamins. Look also for foods with low nutritional value. Using a calorie chart, compare the calorie content between high and low nutritional foods.

8. With emphasis on spelling, meaning, and use, develop a vocabulary list from the ads and articles in the newspaper, discussing such terms as:

   - Design
   - Interest rate
   - Nutrition
   - Bargain
   - Contemporary
   - Service charge
   - Guarantee
   - Budget
   - Fashion
   - Loan
   - Appliance
   - Retail
   - Modern
   - Delivery
   - Recipe
   - Furniture
   - Pattern
   - Affidavit
   - Installment
   - Vitamins
   - Traditional
   - Menu
   - Lay away
   - Credit
   - Discount
   - Guidance
   - Credit card
   - Revolving charge

9. Make a study of advertisements and discuss:

   √ Which items are truly "on sale" at reduced prices
   √ Which are not on sale, but are being listed because of seasonal demand, such as snow tires in early winter or swimsuits in early summer
   √ What other reasons the merchant might have had for placing a particular ad
   √ What are good times to buy certain things—such as after Christmas

10. Be on the lookout for—and discuss—news articles or ads which deal with:

    √ Savings accounts—why should a person save money, and what are the best methods?
    √ Credit buying—what are the advantages and what are the dangers of making purchases on credit?
    √ Loans—when should a person borrow money, and what are the hazards of making long-term payments, with interest?
    √ Mail-order purchasing—what are the advantages and disadvantages of buying items through the mail?

11. In the ads, look for examples of—and discuss—"hidden costs," such as:

- Interest rates
- Installment fees
- Loan fees
- Service charges
- Delivery fees
- Deferred payments
- The way local, state, or federal taxes can balloon listed prices.

12. In the classifieds, look through the "Homes for Sale" ads, then discuss the factors which are involved in purchasing a house, such as:

- ✓ The age of the home
- ✓ The area or location of the home
- ✓ The price of the home, including total price, monthly payments, down payment
- ✓ FHA approvals, GI plans, bank loans
- ✓ Taxes, insurance, sewers, garbage collection
- ✓ The advantages and disadvantages of owning a home, as opposed to renting a home or apartment

13. From ads, news pictures, and fashion layouts, discuss:

- Clothing which is the current style or trend for men, women, and children
- Clothing which is fashionable, according to the season of the year
- Clothing which is practical or suitable for various occasions or occupations

14. Be on the lookout for—and discuss—news stories, features, ads, etc., dealing with matters of personal care or appearance, such as:

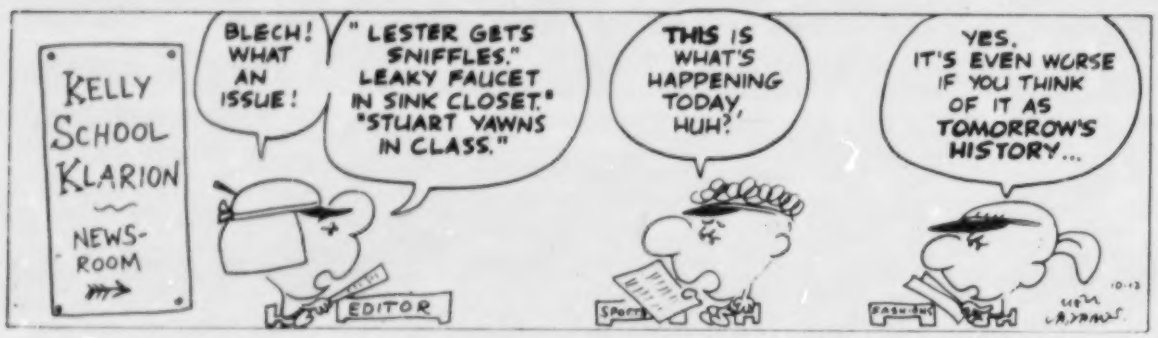
- Skin care
- Make up
- Hair styles
- Physical fitness

15. Be on the lookout for—and discuss—news articles, ads, etc., which deal with matters of taste and etiquette, such as:

- ✓ Proper serving procedures
- ✓ Responsibilities of guests, hosts, etc.
- ✓ Discrimination in china, silver, and glassware quality and patterns (noting variations such as Melmac, Tupperware, Corning Ware, etc.)

16. Furnish a make-believe house with pictures of items cut out of the newspaper. Compute the cost plus tax.

17. Read through recipes in the newspaper. Try one out at home and report to the class how it turned out.


KELLY SCHOOL KLARION
NEWS-ROOM
BLECH! WHAT AN ISSUE!
" LESTER GETS SNIFFLES." LEAKY FAUCET IN SINK CLOSET." "STUART YAWNS IN CLASS."
EDITOR
THIS IS WHAT'S HAPPENING TODAY, HUH?
YES. IT'S EVEN WORSE IF YOU THINK OF IT AS TOMORROW'S HISTORY...

Using the Newspaper in

Social Studies

Activities To Increase Our Knowledge of Our World, Our History and Our Society

1. Discuss the manner in which people of another country, such as China or Russia or France or England, might react to a particular news story, picture, or editorial cartoon, dealing with a controversial matter such as:

   • Busing schoolchildren • Our prison system • Urban violence

2. Look for news stories which deal with countries under forms of government other than our own, and discuss whether the incidents in those stories could happen in our country. Do likewise with stories about happening in our country, deciding whether they could have occurred in Russia, China, etc.

3. As a first step in creating interest in a topic, use pictures and clippings from the newspaper to launch a unit, such as:

STORY OR PICTURE	UNIT
A family	Home life (urban, rural, etc.)
A policeman	Community helpers
The President	The executive branch of government
A supreme court decision	The judicial branch of government
A senator	The legislative branch of government
Livestock or crops	Farm life of an area
A baby	Population explosion
A racial or religious disturbance	Prejudices
An integrated classroom	Social changes
A bear in the Smokies	Parks in Tennessee
News about Memphis, Knoxville	Cities in Tennessee
News about New York, Chicago	Cities in the U.S.
News about London, Paris	Cities of the world
A new high school	Advances in education
A politician	Election (or appointment) of leaders
An automobile	Steel production, or heavy industry
A murder conviction	Capital punishment
A house in the slums	Substandard housing
An unwed mother	Welfare regulations

4. List geographical terms used in newspaper items, such as:

   √ Jungle area √ Ocean √ Coastal plain √ Highlands

5. Use newspaper advertisements and photographs to help define and illustrate economics terms such as:

   √ Producer √ Consumer √ Services √ Goods √ Division of labor

6. Make a day-to-day tour map, routing the travels of prominent people in the news, such as:

   - The President
   - The Vice-President
   - A professional sports team, such as the Pittsburgh Pirates or the New York Knicks

7. On a large global map, play "Where in the World?" by inserting thumbtacks or stickpins in the places which correspond with that day's headlines.

8. Use code letters to mark local (L), state (S), national (N), and international (I) news items in the paper. Clip and mount on poster board if you wish. Discuss which local news items might be important enough to be state news, which state items may be important enough to be national news, and which national news items are probably important enough to be international news.

9. Note familiar names in the news and discuss whether those persons are local celebrities, state celebrities, national celebrities, or international celebrities.

10. Begin a file of clippings with datelines of exotic places, seeing how many different places are in the news in a given period of time.

11. Establish a daily calendar of future local happenings, then collect accounts of those happenings after they have occurred.

12. Pick 10 people in the news today. Make a prediction as to where each of them will be 5 (or 10) years from now.

13. Select a community problem to study for a period of time, making use of all parts of the paper, including the news, features, letters to the editor, editorials, etc. Note the manner in which the story developed from day to day—how it grew longer or shorter in length and how it moved to the front page, from the front page, or remained a front page story for its duration.

14. Read stories of public meetings (or meetings open to the public) where important issues have been debated, and use those arguments, as well as your own, to launch a classroom discussion.

15. Read accounts of council meetings, meetings of the state legislature, etc., and set up a mock meeting of the same type, utilizing parliamentary procedure.

16. Make a file of clippings and pictures dealing with Tennessee culture.

17. Follow the debate and passage (or non-passage) of controversial, or other bills that do such things as release grants to groups, companies, urban-renewal projects, etc. Discuss how these grants, loans, etc., will affect (or would have affected) the economy of certain groups benefitting from them.

18. Follow the campaign and election of a national, state, or local politician, noting his campaign promises of financial aid or relief to various groups.

19. Pick a particular country and follow the news events that occur there during a given period of time.

20. In your newspaper, look up the answers to questions your teacher has written on the blackboard, based on social studies-related news items or news pictures in today's issue.

21. Learn the faces of personalities in the news by clipping and mounting (or saving) pictures of prominent men and women. Learn their countries, and their contributions to society.

22. Begin a file of pictures and stories which tell of activities in different countries, discussing the similarities and differences between that country and the United States. Be on the lookout for items which show or tell about:

- The clothing of various peoples
- The homes of various peoples
- The occupations of various peoples
- The recreational activities of various peoples

Discuss the manner in which conditions such as weather or topography influence these characteristics of the different countries (or of different regions).

23. Form a file of news pictures or clippings showing ways in which man has used (or abused) the natural resources of his country. Such items might concern:

√ Farm lands	√ Grazing in hilly lands
√ Dams, irrigation projects	√ Mining operations
√ Soil erosion	√ Water pollution—lakes, rivers

24. Be on the lookout for graphs, charts or statistical data in the newspaper, depicting:

√ Increase of population √ Government expenditures √ Price trends

Discuss the adjustments which must be made, as a result of these developments.

25. Note, in the wedding announcements in the newspaper, the various spots chosen for honeymoons, then discuss what reasons might have prompted the various selections. One noticeable factor would be the financial indicators—honeymoon trips to Europe denoting wealth, probably; trips to Tennessee sites hinting at more modest means.

26. Clip and collect, for several weeks, stories of citizens who have performed heroic or kind-hearted deeds involving their fellow men. Discuss similar deeds you have heard of.

27. Discuss, from clippings about controversial figures in the news, the manner in which positive or negative reports can sway your opinion of a person.

28. From newspaper stories of labor-management contracts, disputes, etc., compile a vocabulary of organized labor terms such as:

√ "Right-to-work" law	√ Secondary boycott
√ Closed shop	√ Taft-Hartley Act
√ Jurisdictional strike	√ Union shop
√ Injunction	√ "Scab"

29. Be on the lookout for articles dealing with high protective tariff policy, and discuss the reasons for such tariffs.

30. Using newspaper reports of the damage done by hurricanes, tornadoes, typhoons, earthquakes, floods, blizzards, etc., discuss the weather conditions which bring on such natural disasters.

31. Look for editorial columns which support or are opposed to your views on various topics and discuss them with the class.

32. From newspaper stories and features, build a political vocabulary of words such as:

√ Incumbent	√ Cloture	√ Indict
√ Filibuster	√ Veto	√ Amnesty

33. Try to determine the occupations of various comic-strip characters, such as Kerry Drake (detective), Miss Peach (teacher), or Li'l Abner (mattress-tester). Do you know any people in your community who have the same or similar jobs, and how do they compare or contrast with their counterparts in the comics?

34. Be on the lookout for newspaper stories which indicate the international alliances of various countries with the major world powers. What facts lead you to believe a country is an ally of the United States? An enemy of the U.S.?

35. In a manila folder or an envelope, collect for several weeks the most important stories which appear in the newspaper. Then:

- Decide which items, if any, you feel might be included in history books 200 years from now
- Decide which statements, if any, by top government officials or other key figures in the news, might become famous as policies or quotations in years to come

36. Mark in the newspaper any headlines or news stories which you, as a citizen:

√ View with alarm
√ View with pride
√ View with suspicion
√ View with trust

37. List types of people for whom weather reports are important and tell why. People like:

- School children
- Mothers
- Farmers
- Tourists
- Home builders
- Merchants
- Aviators
- Astronauts

38. Pretend you are interviewing a famous man in history. Make a list of questions you want to ask him. Then write the story in contemporary (modern) news style. For example:

- George Washington
- John Brown
- Attila the Hun
- Winston Churchill

39. Plan a front page for an important day in history. Write the headlines.

40. Use the facts of a news story as a springboard for a role-playing session. Possibilities would be a news story about:

- A school disciplinarian's actions
- Charges brought against a political candidate or office holder
- The governor at the state fair

41. (TO TEACHER) Have your students think up their own editorial cartoon on a controversial question of the day. Work either individually or in groups of two. (With a partnership, one student can think of the idea, the other can do the illustrating.)

42. What does advertising show about the character and characteristics of the American people? What values does it promote? What spectra of society do particular ads appeal to?

43. Clip "mug shots" (face pictures) for 2-3 weeks. Then play "Name the Face". Clues can be given if remembering becomes difficult.

44. Scan the datelines in the paper and circle those which are capital cities of either states or counties.

45. Choose one country you have read about in the newspaper. Locate it on a map. From an encyclopedia, find out its area, its population, the main occupations of the people, and its exports and imports.

46. (TO TEACHER) Geography exercise: Read a dateline to the class. The students respond then with the nation or state. A variation: Read just the headline of the article.

47. Describe the social and cultural environs of comic strip characters.

48. (TO TEACHER) Since the newspaper is full of many different and interesting things, have a scavenger hunt to see how many of the following the students can find:

- Something from "Society" news
- Something from sports news
- Something from the finance section
- Something from an investments listing
- An obituary
- An AP listing
- An opinion column
- A weather map

49. (TO TEACHER) As a class project, have your students scan the newspaper over a period of time and pinpoint a number of problems facing our nation today. Set up a file with one folder for each problem. Then have them clip and file articles illustrating suggested solutions. After doing this for a period of time, discuss with the class the information in the folder.

50. Using today's newspaper, make a time-line for reported activities which happened during the past 24 hours in Tennessee. (Be sure to look in all sections of the paper, including woman's news, sports and the obituaries.) List as many as you are able to.

51. From the sports pages, clip out the pictures of different kinds of sports. Mount the pictures and write the name of the sport under the picture.

52. Make a folder of clips which illustrate that the Industrial Revolution is continuing today.

53. Work up a report or theme on current happenings in the news compared with historical events. For example: the astronauts and the Wright Brothers.

54. (TO TEACHER) Divide the class into groups and have each group take one of the following topics, or a facet of the topic, to research and report on:

- A history of American newspapers
- Outstanding American newspapermen
- Comparison between the front page of today's newspaper and an old front page of a newspaper (50 or 75 years ago)

Using the Newspaper in

General Business & Economics

Activities To Relate Business & Economics to Everyday Life

1. Read the financial pages as well as articles elsewhere in the paper, plus advertisements of loans, furniture, homes, automobiles, insurance, banks, etc. in order to compile a business vocabulary of terms such as:

- Debit
- Currency
- Bankruptcy
- Investment
- Economy
- Installment
- Interest
- Stock market
- Statistic
- Tabulation
- Insurance
- Income
- Producer
- Consumer
- Down payment
- Collateral
- Appraisal
- Repossession
- Discount
- Percentage
- Credit

Such a list might be used on the bulletin board, on posters, in notebooks or files, etc.

2. Based on the written procedure used in such stories in the newspaper, and using the proper business vocabulary terms, write the story of an imaginary deal involving a business with which you are familiar. Such a story might involve:

   √ The sale of the business
   √ The building of a new plant
   √ Merger with another business
   √ The election of a new president

3. Collect food advertisements and compile and discuss various family food budgets, based on:

   - Number of members in family
   - Type of food purchased
   - Quality and quantity of food purchased
   - Totals of consumption and expenditures—daily, weekly, monthly, yearly

4. Compare advertisements to try to determine "good buys" in:

√ Meats	√ Produce	√ Canned fruits
√ Clothing	√ Canned vegetables	√ Frozen fruits
√ Furniture	√ Frozen vegetables	√ Appliances

   Note variations in sizes, quality, etc. Discuss the factors which influence price.

5. Look through advertisements for installment-purchasing and discuss:

   - The items which are usually bought on an installment basis
   - The disadvantages of installment buying
   - The advantages of installment buying
   - How installment buying differs from the "90-day same as cash" and other such "deals"
   - The danger of "hidden costs"

6. (TO TEACHER) Be on the lookout for articles, advertisements, and special features in the newspaper—and discuss with the class the usefulness of information given about such topics as:

   - *Banks and savings & loan associations*—advertisements, services, organizations, purposes, functions, location within town, interest rates, dividends
   - *Real estate*—new home designs, subdivisions, business area developments, shopping centers, factors affecting real estate values (area, age, type of development, specifications, specialized features, FHA organization, purpose, operation)
   - *Insurance*—automobile, property, fire, life, health and accident, old age, unemployment, savings
   - *The stock market*—daily, weekly, monthly, and annual reports
   - *Local, state, and federal taxes*—refinements, modifications of income tax forms; lists of citizens due refunds; excise taxes; sales taxes
   - *Economics in politics*—campaign expenditures; campaigns to raise specific funds
   - *Economics in industry*—highway construction, building contracts, bond issues, wages

7. Using the stock market reports as a springboard, discuss:

   √ The standards for buying a good stock
   √ The purpose of the investor
   √ The value potential of stock
   √ Proper purchase time
   √ The value of the stock market even to people who will never own a share of stock

8. Familiarize yourself with the stockyards' meat, grains, and produce reports and discuss:

- √ How they compare with the stock market reports
- √ The information given about each topic
- √ The factors which can influence rises in these markets, just as in the stock market
- √ The value of these reports to the producer, the handler, the consumer, the average citizen, the financial genius

9. Be on the lookout for (and collect, if you wish) news articles on such topics as:

- Labor strikes
- Changes in currency rates
- National, regional disasters
- Congressional bills
- Population statistics
- Elections

10. Look through the newspaper for such items as:

- Stories about bankruptcies
- Legal notices of sales or other business endeavors
- Advertisements or stories about bids for construction contracts

Discuss the causes and effects of each.

11. Examine the ads in the newspaper and pretend to have your family (or a theoretical family) consider its dependents, debts, income, etc., in making such purchases as:

- Clothing
- Food
- A new or used car
- New or used furniture or appliances
- A house (discuss FHA approval qualifications; needs of your family; monthly payments in comparison to available down payments; monthly budgets; additional expenses connected with a home)

12. Be on the lookout for stories concerning and discuss the meaning of such economy-oriented terms as:

- √ Deficit spending
- √ Inflation
- √ Price spiral
- √ Depression
- √ Recession
- √ Price "freeze"

13. Use advertisements in the paper as a springboard to discussion on:

- Why businesses advertise in the newspaper, on TV, on the radio
- The ways in which advertisers promote wise (or unwise) spending
- How ads can serve to put more money into the economy
- The characteristics of a "good" ad
- "Hard sell" and "soft sell" in advertising

14. Look for stories dealing with organized labor, and use them to launch discussions on:

- How unions function
- Collective bargaining, etc.
- How strikes affect the economy
- The powers of a union
- The advantages and disadvantages of union organization

15. From advertisements or news articles about automobile insurance, discuss:

- √ The various types of auto insurance available
- √ How rates may increase after an individual is involved in an accident
- √ How such clauses as "$100 deductible" apply to various accidents

16. (TO TEACHER) Watch for news stories, feature stories, or news photos dealing with economy-related issues which may be used to stimulate discussion of such topics as:

- √ The law of supply and demand as it relates to the economy
- √ The economic systems that operate under communism, socialism, capitalism
- √ The factors which affect the local employment picture
- √ The exports and imports of various geographical regions
- √ Examples of wise and unwise use of our natural resources
- √ The way new developments such as a new synthetic material may change the international balance of trade

17. Use newspaper advertisements and photographs to help define and illustrate terms such as:

- Producer
- Consumer services
- Goods
- Division of labor

18. Select a type of stock and keep a record for a given period of time, determining:

- √ What was the high for the stock?
- √ What was the low?
- √ How many shares of the stock were sold daily, weekly, monthly?
- √ What was each day's opening and closing for the stock?

Studying the World Around Us Through

SCIENCE in the Newspaper

The newspaper may be used to stimulate interest in the study of science by providing a regular, up-to-date source of news about current scientific developments, along with news and feature stories about men and women in the field of science.

Activities To Keep Ourselves Abreast of the World of Science

1. Read a particular science-related news or feature story in today's paper and find the answers to questions your teacher has written, on the chalkboard, about the story.
2. Be on the lookout for—and discuss—pictures and news items concerning such matters as:

- √ Developments in the growing, processing, and preservation of foods
- √ Discoveries in the prevention and cure of the common cold; measles; other communicable diseases
- √ New machines and techniques used in hospitals
- √ New studies on the relationship of cigarette-smoking and cancer
- √ Current research on crippling and killing diseases such as cancer, arthritis, muscular dystrophy, strokes, respiratory ailments
- √ Significant advances in medicine, such as new forms of heart surgery or transplants of limbs or tissue
- √ New and interesting facts about astronomy
- √ Archaeological or geological discoveries
- √ New types and uses of computers
- √ New developments of man in space

√ Air speed records
√ Experiments with plants and animals
√ Underwater exploration

Discussion might include such matters as:

- How a new development or discovery compares with previous information both correct theories and misconceptions
- How significant a new development or discovery is, compared to the great scientific developments in history

3. Build up a science vocabulary of terms used in the newspaper, such as:

- Respiratory
- Transplant
- Digestive
- Protoplasm
- Weightlessness
- Stratosphere
- Hybrid
- Repulsion
- Diaphragm
- Cerebellum
- Incandescent
- Epidermis
- Waves
- Gases
- Metamorphosis
- Magnetism
- Nuclear
- Organic
- Carnivorous
- Pollination
- Orbital
- Planetarium
- Asteroid
- Friction
- Centrifugal
- Microscope
- Alkali
- Meteorite
- Thrust
- Velocity
- Gravity
- Gamma rays
- Radiation

4. From newspaper stories, compile a list of vocabulary words which relate directly to the area of conservation, including terms such as:

√ Strip mining
√ Topography
√ Ravine
√ Erosion
√ Terracing
√ Restriction
√ Regulation
√ Canyon
√ Acid
√ Delta
√ Fossils
√ Shale

5. Discuss pictures and news items on conservation activities and regulations pertaining to such matters as:

√ Hunting seasons
√ Strip mining
√ Fishing seasons
√ Tree planting

6. On a map of the state or county, locate the sites of conservation activities which are mentioned in news items.

7. (TO TEACHER) Use newspaper clippings or pictures to motivate discussion and/or units on such topics as:

- Insects
- Trees in our forest
- Birds
- Fish and wildlife
- Preservation of our topsoil
- Flowers, plants

8. Be on the lookout for and discuss news items or pictures of community activities which demonstate appreciation of plants, animals, or birds, including such topics as:

√ Bird-watcher clubs
√ Garden clubs
√ Family and individual science projects
√ Children's Museum activities

9. Be on the lookout for feature pictures of animals, and classify each animal as to:

√ The country, region, climate, etc., where it might be found in its natural habitat
√ Whether it is a land animal, water animal, or land-and-water animal
√ Whether it is to be found in abundance, is on the endangered list, etc.

10. Watch for and discuss news stories illustrating the activities of the U.S. or local health and welfare officials in such programs as:

√ Fluoridation of water	√ Air, water, etc., pollution
√ Garbage disposal	√ Immunization against diseases

11. Be on the lookout for and discuss news items which show how science and technology are constantly improving efficiency and safety:

- In the home (new methods of heating and cooling, etc.)
- In automobiles (safety belts and harnesses, protective bumpers, anti-pollution devices and fuels, etc.)
- In air and water travel
- In industry

12. Use news stories or pictures to launch discussion of the forces that change the earth's surface, such as:

- Flood damage
- Hurricanes
- Earthquakes

13. Compare far-fetched "devices" used in "Li'l Abner," "Pogo," and other comic strips or cartoons with those used in real life, or which may be developed in the future.

14. Using the weather data in the newspaper, make a calendar and, each class day, denote what the weather was like the previous day by pasting, drawing, or sticking on such symbols as:

- √ An umbrella for a rainy day, a sun for a bright day, etc.
- √ A blue thumbtack for a rainy day, a white one for snow, etc.
- √ Numerals to represent the high and low temperatures of the day

15. List reasons why the daily weather report is important to:

• Schoolchildren	• Farmers	• Astronauts
• Travelers	• Aviators	• Office workers

16. Study the weather map and other data given daily in the newspaper and discuss:

- The significance of cloud cover
- How to interpret the barometer reading
- How precipitation is measured
- What high humidity is, what low humidity is, and what each signifies
- Sunrises, sunsets—seasonal variations

17. From newspaper stories, compile a list of vocabulary words which relate directly to the area of meteorology, including such terms as:

√ Humidity	√ Cyclonic	√ Wind belts
√ Condensation	√ Atmosphere	√ Tornado path

18. When a space venture is in the news, find and clip out all articles and pictures about space and its exploration. Paste them into a notebook entitled "Space". Write an introduction establishing the points you have in the notebook.

Developing Cultural Insights Through

MUSIC in the Newspaper

Newspapers often contain certain features, ads, and news items which may help both the music student and the average citizen better appreciate the various elements of our music culture.

Activities To Aid or Increase Appreciation of Music

1. Watch for and collect pictures and news items concerning:
   - Musical performances by visiting or local groups (recitals, concerts, stage shows, etc.)
   - Tennessee music personalities (such as Johnny Cash, Elvis Presley, Brenda Lee, Jerry Lee Lewis, Tennessee Ernie Ford, Isaac Hayes, B. B. King, Danny Davis)
   - Regional music (country, western, folk, work, etc.)
   - National music (such as holiday music and its origin)
   - Music of other nationalities, developed through folklore and customs
2. Make a plan for "music to listen to" for the following week by checking radio and TV listings in the Sunday newspaper. Include in your plan the date, the time, the station, and a variety of kinds of music.
3. Develop an awareness of musical vocabulary terms as used in the news, such as:

√ *Composer*	√ *Composition*	√ *Orchestra*
√ *Concert*	√ *Conductor*	√ *Performance*
√ *Score*	√ *Audition*	√ *Rehearsal*

4. Clip reviews of (and discuss) local musical programs such as:
   - *Concerts*
   - *Recitals*
   - *Stage shows*
   - *Rock concerts*
5. Consult the ads and list types of musical instruction such as:
   - Instrumental music
   - Vocal music
   - Dance instruction
   - Guitar "pickin'"
6. Consult the paper, including news and feature articles and ads, and list places of musical instruction such as:
   - *Colleges*
   - *Musical groups*
   - *Youth groups*
   - *Community centers*
7. Discuss the types of background music which might be used with various news stories, if the stories were filmed, movie-style.

Developing Cultural Insights Through

Art in the Newspaper

The newspaper, through its use of illustrations and certain news or feature stories, often helps to:

- Develop an awareness of art's place in our society
- Inspire a variety of art in the classroom

Activities To Develop Awareness of Art's Place in Society

1. Read about and visit places in the news which have artistic interest, such as:

   - Cheekwood
   - The Parthenon
   - Peabody College Museum
   - Watkins Institute
   - The Hermitage
   - Fisk's Van Vechten Gallery
   - Vanderbilt's Old Gym
   - Children's Museum
   - War Memorial Building
   - Belle Meade Mansion

2. Be on the lookout in the daily paper (and, especially, in Sunday's "Better Living" section of The Tennessean) for announcements of special art exhibits in the community, and attend them whenever possible.
3. Be on the lookout for articles concerning art personalities in the news. Be alert for both feature and news stories concerning the world of art.
4. Keep, in your classroom, an art bulletin board, using such materials as:

   √ Announcements of art displays
   √ Pictures of art objects
   √ Fashion photos
   √ Eye-catching pictures of any kind
   √ Clippings of stories about art or artists
   √ Printing styles exhibited in various newspaper headlines

5. Keep a file of clippings and pictures on such topics as:

   - Art designs in history (early man, Indian, medieval banners or crests, period costumes, etc.)
   - Holidays
   - Figures
   - Fashion designs
   - Landscapes
   - Airplanes
   - Antiques
   - Street scenes
   - Flowers
   - Architecture

6. Compile a vocabulary of art-related words found in the news, such as:

   √ Masterpiece √ Invaluable √ Illustration
   √ Exhibition √ Media √ Inspiration
   √ Design √ Balance √ Pastels

7. If stories appear in the newspaper about people with interesting, art-oriented hobbies, invite them to visit the class or school and show their work.
8. "Let's go to the movies!" and compare your class's evaluation or your personal evaluation with The Tennessean movie critic's review of the movie. (If you wish, write the critic a letter, expressing your agreement or disagreement.)

1. Look for color pictures or ads, identifying in each the different colors used, as well as the different shades or hues, etc., of the same color which appear.

2. In a given color picture or ad, discuss why color would have more appeal to the newspaper-reader than an identical black-and-white picture or ad would have.

3. Collect and study photographs and illustrations, discussing:

   - Perspective
   - Balance
   - Shading
   - Center of interest
   - Proportion
   - Use of color

4. Choose a news story to illustrate by drawings.

5. Study the figures from the action pictures on the sports page, noting the position of the legs and arms in shots of running, jumping, kicking, throwing, etc. Draw stick figures illustrating the motion of the arm and legs in the action pictures.

6. Use nature pictures to illustrate the seasons. Display them on a classroom bulletin board or chalk ledge. Photos might include

   √ Snow scenes √ Spring flowers √ Lake scenes

7. Study comics and cartoons, noting the manner in which meanings are conveyed by facial expressions. Sketch your own cartoon faces showing joy, surprise, sadness, anger, etc.

8. Look over the front page of the day's newspaper and discuss whether it has been arranged in an eye-pleasing manner. Why or why not?

9. Collect pictures to illustrate:

   √ Figures in action √ Fashion designs √ Flower arrangements
   √ Landscaping ideas √ Birds √ Animals
   √ Insects √ Geometric forms & designs

10. Look for traditional symbols which appear in the newspaper at various times during the year, such as:

    - Easter eggs, bunnies
    - Christmas trees, Santas
    - Halloween witches, jack-o'-lanterns
    - Winter snowflakes
    - Spring flowers

11. Decide which ads best use art to help sell their products and compare them to ads without art. Discuss the reasons for eye appeal with art, or without it. Does the composition of the ad relate the idea sufficiently?

12. Examine ads to determine different artists' techniques, such as:

    √ Line drawing √ Dry brush √ Wash drawing

13. Look at a front page news article. Then draw an editorial cartoon which demonstrates how you feel about the issue in the news after reading the story.

14. Select a pictorial ad from the newspaper. Enlarge it and color it.

15. Cut out individual large-type letters from the newspaper. Arrange them from smallest to largest and vice versa. You can also arrange them like a pyramid with the largest letter at the apex. Paste down. Use the letters to make other forms such as:

    - A circle
    - An abstract form
    - A house with a smoking chimney
    - A train engine with cow catcher

16. (TO TEACHER) The various pages of the newspaper can be used in many ways as inexpensive art materials. A page from the newspaper makes a good background for a poster (giving the poster an interesting texture). Or the poster's illustrations can be cut from newspaper. Also try having your class fold the newspaper page in accordian fashion and then cut out such things as geometric forms, snowflakes or a string of forms like "paper dolls". With the newspaper, students can also make collages with an abstract or topical theme. Have them cut out photographs, drawings and type (both headline and body), then arrange on posterboard and paste down.

Using the Newspaper To Stimulate

CRITICAL THINKING

Activities To Help Ourselves Look More Critically at the World Around Us and To React More Effectively to the Forces Within That World

1. In today's issue of the newspaper, practice differentiating between facts and opinions by picking an editorial, a news story, and a syndicated column (on the op-ed page), and them marking all the *facts* you can find with the letter "F" and the *opinions* you find with the letter "O." Types of each include such statements as:

F—The fire was reported by the night watchman at 12:25 a.m.
O—The cause of the fire was thought to be faulty electrical wiring.

☆ ☆ ☆

F—"My opponent in this campaign has never before held public office," said Jones.
O—"My opponent in this campaign is completely unqualified for the office he is seeking," said Jones.

☆ ☆ ☆ .

F—The President, in his speech, listed a five-point program to combat poverty in the United States.
O—The President, in his speech, offered a new era of optimism and hope to our nation's poor.

2. Read through today's "letters to the editor" and underline all words or phrases which show strong bias or prejudice, either pro or con.

3. Scan the editorials in the newspaper over a period of time and make a list of all the issues on which the paper has made a stand, either for or against. From this list, try to establish whether the newspaper is:

- Republican or Democratic
- Liberal or conservative
- Kindly or harsh in its treatment of its opposition

4. Read the lead editorial in today's issue of the paper and decide which (or how many) of the following things it does:

☐ *Interprets*	☐ *Praises*	☐ *Criticizes*
☐ *Entertains*	☐ *Persuades*	☐ *Examines alternatives*

5. Pick a front-page news story and see how many of the following ideal characteristics may be used to describe it:

☐ *Concise*	☐ *Complete*	☐ *Interesting*
☐ *Fair*	☐ *Timely*	☐ *Understandable*
☐ *Forceful*	☐ *Readable*	☐ *Accurate*
☐ *Balanced*		

Discuss why you feel the article has fallen short in any of the categories you did not mark.

6. Be on the lookout for instances in which you feel the newspaper has resorted to excess sensationalism in a story or picture. In each case, tell why you think so.

7. Look at today's editorial cartoons to see if you can find one or more symbols cartoonists sometimes use for such things as:

• Peace	• The G.O.P.	• The U.S.A.
• War	• The Democratic party	• Russia
• Death	• Justice	• Red China

8. Watch the op-ed page to see if you can find two syndicated columnists with opposing views on the same subject. Contrast their interpretations.

9. When you run across a letter to the editor, an editorial, or a news story, etc., with which you disagree, write a letter of your own to the editor, being careful to point out:

√ Specifically what it is you disagree with
√ Why you disagree
√ What solutions you would like to offer instead

10. Scan the major news stories of the day and try to determine:

- Which stories the people written about would rather not have seen in print
- Which stories the people written about were glad to see or wanted to see in print

11. Using the comics page, cut out strips and divide them into groups or categories. Make a chart using the following categories:

• For teen-agers	• For children
• For adults	• For everyone

12. Clip and file news items, editorials, etc., concerning campaigns in which the newspaper is involved (strip-mining, pollution, etc.). Add to the file as new campaigns spring up. Discuss what you can do to help or oppose these campaigns.

13. Establish a folder of clippings of news articles, editorials, editorial cartoons, etc., critical of some phase of government, on the local, state, or federal level. See how many different criticisms of that particular phase of government occur:

- *In one issue of the newspaper*
- *In a week's time*
- *In a month's time*

14. (TO TEACHER) Have the class members express their opinions about the following quote by Thomas Jefferson:

> *"Were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I would not hesitate a moment to prefer the latter."*

15. Go through an issue of the newspaper and use your pencil to cross out all articles, columns, cartoons, etc., which would not be allowed to be published under a totalitarian form of government.

16. Study your newspaper and label with "B" all the items or pictures you consider "bad news"; and with "G", the "good news". Compare your choice of "bad" and "good" with your classmates'. Discuss why the paper includes "bad news" in every issue.

17. Scan the front page of the paper and see how many phrases of attribution you find in the stories including such phrases as:

- He said
- It is reported
- An informed source
- Reputedly
- Allegedly
- According to
- Reliable sources

18. Scan a major news story on page one and determine which statements are being made by the reporter himself and which statements he attributes, either directly or indirectly, to various other sources.

19. Scan several major news stories and draw circles around any sentences or paragraphs you find hard to believe. Explain the reasons for your doubts.

20. Look over all the stories on the front page of the paper and decide whether you agree with the editor's choice of "top stories" (usually those with the biggest headlines). Which stories would you have felt more important—or less important—than he did, and why?

21. Read today's comic strips and see if you can spot any which have meanings deeper than their surface meanings.

22. Discuss why some comic strips need dialogue and some do not, in order to make sense.

23. Watch a television news program, listen to a radio newscast, and scan your newspaper, then discuss in class:

- √ The different approaches each medium takes in covering the news of the day
- √ The strengths and weaknesses of each medium
- √ The ways in which the different media complement each other

24. Just for fun, read your horoscope prediction for the day and discuss whether you feel it should be taken seriously.

25. Read a movie review in the newspaper, then try to determine:

- Whether the reviewer liked or disliked the movie
- Which words and phrases the reviewer has used to show like and dislike
- Whether the review makes you want to go see the movie

Determine the same information about a book review; a T.V. program review; a music concert review.

26. Look through the paper and try to find an example of investigative reporting — that is, a story the newspaper had to go out and dig up, on its own.

27. Be on the lookout for headlines you think are worded unfairly, and tell why you think they are.

28. Discuss the danger of jumping to conclusions, such as wrongly assuming that "Smith is a forger" when a newspaper story says, "Smith has been arrested and charged with forgery." Or, in assuming that "Jones is a crooked politician," just because a political opponent has been quoted as saying, "I have reason to believe Jones has engaged in a number of shady deals while in office."

29. (TO TEACHER) Stage an informal class debate on the proposition:

> *"Resolved: That newspaper editors and publishers have a duty to campaign strongly and openly for any cause—political, moral, social, economic, etc.—which they believe to be in the best interest of their community, state, or nation."*

The discussion might be started by asking whether the newspaper should take sides in such issues as:

- A mayor's race
- A presidential or gubernatorial race
- Pornography
- Law and order in the streets
- Racial problems

30. Look through the paper to see if you can find news articles in which you feel the newspaper has:

√ "Slanted" the news to show only the worst side of a person or a philosophy, etc., which the paper opposes
√ "Slanted" the news to show only the best side of a question or an individual
√ Gone out of its way to present both sides of a question or a person, fairly

31. Practice being fair and objective yourself by pretending you are being interviewed by a reporter doing a story on:

- Someone you greatly admire or like
- Someone you detest or dislike

See if you can think of five bad things to say about the person you like and five good things to say about the person you dislike.

32. Become aware of "hidden persuaders" by looking through news stories, editorials, letters to the editor, etc., for examples of such propaganda devices as:

- *Name-calling* use of such labels as "warmonger," "hippie," "John Bircher," or "red" to create an unfavorable impression

- *Glittering generality* a blanket statement couched in high-sounding praise intended to make people accept a point without examining specifics, such as "Absolutely honest" or "The American way of life"

- *Just plain folks* winning public support by promoting oneself as a "common man", such as "You people remind me of the honest, hard-working, friendly people in my home town"

- *Testimonial* quoting a popular personality in favor of a position, such as "The President, for one, has said this same thing many times"

- *Transfer* capitalizing on the respected reputation of an organization by using its name in support of a program, such as using a picture of the American flag in promoting a candidate or a cause

- *Bandwagon* the "Everybody else is doing it" approach

- *Card-stacking* selecting and using facts so they give a false or misleading impression, such as saying "The policeman struck the boy several times with a nightstick" without mentioning the fact that the boy first struck the policeman with a tire tool

- *Snob appeal* playing on the ego of an individual, such as "Any well-bred, intelligent person would have to agree"

- *Misuse of statistics* twisting figures to prove one's point, such as in saying "Crime in Jonesburg has risen 50% in the past 10 years" without mentioning that the population has risen 50% during the same time

- *Oversimplification* boiling things down illogically, such as "There's no money for cancer research as long as we're fighting the war"

- *Stereotypes* falling back on often-erroneous conceptions about groups, such as "She's a typical woman driver" or "He's got an Irish temper"

- *Isolated examples* trying to prove something is true, based on a limited sampling of evidence, such as "Little Jimmy Johnson was struck by a truck while delivering his newspapers, therefore trucks constitute a serious hazard to our children and should be banned from residential areas"

- *High-sounding claims* attempting to impress someone with facts which sound much better than they are, such as "All those of us who know Brown are convinced there's not one man in this state—not even one man in this nation—who can measure up to him as a leader of men"

33. Look through the advertisements in the newspaper and see which ones catch your eye. Try to determine which attention-getting devices each one used to make you notice it. Such devices might include:

- √ Unusual layout
- √ The use of color, rather than black-and-white only
- √ Clever or comical pictures, drawings, etc.
- √ "Teaser" lines, which make you want to read the copy
- √ Big type
- √ Attractive or impressive borders
- √ Distinctive "signatures" (store names) or trademarks

34. In order to differentiate between honest ads and the occasional questionable ad which appears in the newspaper, examine the ads in today's paper to see if you can find such devices as:

- √ *Deceptive free offers* promising free merchandise which is actually going to cost you money, or which is only "free" if you buy something else
- √ *Price predictions* saying a product costs "$19.95 now, but $29.95 next month"
- √ *Guarantees* may carry tricky key words such as "unless" or "except" or "only if," etc.
- √ *Underselling claims* the "We will not be undersold" approach
- √ *Wholesale & factory claims* the "Available to you at factory prices" approach
- √ *Bait advertising* offering a sensational "bargain" which turns out to be "nailed to the floor" and then trying to sell the consumer a more expensive model of the same product
- √ *Liquidation sales* making a going business out of "going out of business"
- √ *Contest advertising* using "contests" in which an individual's chances are miniscule, to attract business
- √ *Knocking other products* approaching the legal limit in attempting to smear another product in order to make one's own product look better
- √ *Superlative claims* falsely claiming such factors as "lowest prices anywhere"
- √ *Comparative claims* a boast of "only $16.95, compare at $26.95," in which the comparative price is either fictitious or not representative of the local market

Be on the lookout for these advertising techniques not only in the newspaper, but also in advertisements appearing on television, on radio, in the mail, on billboards, etc.

35. Discuss the significant bits of information a particular ad may *not* say, such as:

- What the terms of payment are
- How difficult a product may be to assemble, service, etc.
- How large, small, wide, narrow, etc., the product is

36. Pick headlines from the newspaper and rewrite them as "slanted" headlines. For example: "Youths Held in House Fire" becomes "Blacks Held in House Fire."

37. Scan today's front page and predict how continuing events could turn out. See who is the best prophet.

38. After reading sections of your student handbook entitled "The Opinion Pages," "Editorial Cartoons," "Syndicated Editorial Columnists" and "What To Believe in the Newspaper," discuss:

- √ What is believable as fact
- √ What is opinion
- √ What is part fact/part opinion

39. Stage a class debate on: "The newspaper is, is not, is potentially, a political force in our community."

40. Discuss what would be the effect on the community, and on the nation, if suddenly there were no newspapers. Also if, in addition, there were no radio and TV.

41. Pick a controversial subject involving financial subsidy and take a firm stand on one side. On the basis of what you feel is wise and right, tell what your solution would be, including in your argument, the costs and funds needed to implement your solution.

42. As an individual or as a member of a panel, discuss the effectiveness of humor in getting the point across in a selected editorial cartoon or comic strip.

43. Study the comic section in order to classify comics as to those that:

- Have a message
- Teach a moral
- Point up human frailties
- Deal with realistic situations
- Are difficult to understand
- Are wholesomely humorous

44. (TO TEACHER) Using the TV log, have your students categorize programs as to:

- Drama
- Comedy
- Variety
- Documentary

45. Using a felt-tipped pen or a soft-lead pencil, rank stories on page 1 in the order of their importance to readers. Rate 1, 2, 3, 4, etc.

46. Contrast the style of a news story and an editorial on the same subject. What are the major differences?

47. Consider how advertisements are actually news.

48. Scan today's front page and discuss:

- ✓ Which news happenings were predictable
- ✓ Which news happenings were unpredictable

49. Write single sentence summaries, in the present tense, about the stories in the newspaper which are, in your opinion, the most significant. (Caution: Some articles may not be on the first page.) For example:

- 10 persons die as fire blazes in downtown hotel.
- Californian Mark Spitz breaks Olympic records by winning 7 gold medals.

50. Write a one-sentence summary of an editorial writer's position in a particular editorial.

51. (TO TEACHER) On the basis of the class's criteria of comic-strip humor, have your students decide as a group, or individually, which comic strip is the funniest for the day.

52. Clip the headlines and/or leads that are difficult to understand. Date them. When you have several, mail them to the editor of the newspaper, with a letter of explanation.

53. (TO TEACHER) From a newsstand, get the morning's newspapers from three or four other cities. Compare their play of the previous day's news with that in The Tennessean.

54. Collect and organize newspaper quotes that you think are:

- Interesting
- Funny
- Unfortunate
- Colloquial

55. Just for fun, bring a deck of cards to school and work out the bridge hand in the newspaper.

56. Identify at least three newspaper features that have entertainment as their main purpose.

57. Find and clip a story by a:

- Beat reporter
- General assignment reporter
- Sports reporter

58. Try to find a news article related to the day's editorial cartoon. Make a folder of related articles and cartoons.

MISS PEACH
-AND DID OUR KINDERGARTEN CLASS FIND EXCITEMENT AND ADVENTURE IN THEIR VERY FIRST YEAR AS STUDENTS IN OUR GREAT EDUCATIONAL SYSTEM?
IS HE JOKING?
MAYBE HE CONSIDERS CUTTING AND PASTING A MIND-BLOWING EXPERIENCE...
6-28

Using the Newspaper in

Kindergarten, 1st and 2nd Grades

1. *COMMUNITY HELPERS.* Cut out pictures in the newspaper of people who help in the community, such as firemen, nurses, policemen and teachers. Put them on the bulletin board or paste them into your notebook.

2. *LET'S STAY HEALTHY.* Cut out pictures of things that keep us neat and clean, such as toothbrushes, combs, washing machines and towels. Then discuss the ways that such things are important to good health.

3. *YOUR FIRST NAME INITIAL.* In the headlines, find the letter that begins your name. Then find other words in the newspaper which begin with this letter.

4. *WHO'S IN THE NEWS?* Select a picture of someone in the newspaper. Think of questions you would like to ask that person.

5. *DESCRIBE IT, PLEASE.* Clip and mount a picture from the newspaper. Show the class your picture. As a class, think of words to describe what you see. A puppy, for example, might be "spotted", "playful", "cuddly", etc.

6. *LET'S COUNT.* Practice counting by finding out:

   - **The number of columns on a page**
   - The number of pictures in a section
   - The number of headlines on a page
   - The number of "e's" in a headline
   - The number of lines in an article

7. (TO TEACHER) Lead a discussion with the children on why we have newspapers.

8. (TO TEACHER) Tape grocery ads on the chalk board and have the children circle numbers in sequence, 1 through 10; through 25, etc. **Then have them find the largest number; the** smallest. Circle all the 5's; the 7's, etc.

9. *SETS ARE MORE THAN ONE.* Thumb through your newspaper to find pictures of things in sets, such as five spoons in an advertisement, eight handbags, three houses.

10. *MAKE YOUR OWN.* Pretend it is mother's birthday, Christmas, Thanksgiving, or your parents' anniversary, and cut out the pictures and words from ads, headlines and articles you need to paste together a greeting card.

11. *LET'S PRETEND.* With other classmates, act out a comic strip.

12. (TO TEACHER) For very young children, staple the pages of the paper together at the fold to make handling easier. Let the children sit or lie on the floor to work with the newspapers.

13. *WHERE IS IT?* Find an ad in the "Lost and Found" column in the Classifieds. Then make up a story about what might have happened to such things as the lost dog, the lost cow or eye glasses.

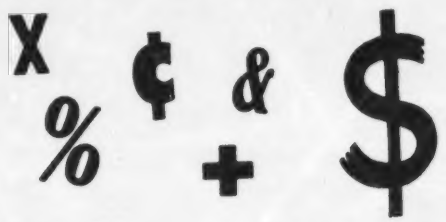
14. *SIZE WORDS.* Look at advertisements. Find words which show dimension such as big, little, wide, gigantic, deep, narrow. Print the words in your notebook.

15. *WORDS OF MANY HUES.* This time, look through advertisements for words which spell out the names of colors. Grocery ads are best.

16. *STORY TIME.* Choose a daily or a Sunday comic strip. Then tell or write the story in your own words.

17. *MATCHING LETTERS.* Pick one letter of the alphabet. Then search through the newspaper to find the same letter printed in different ways. Cut them out and paste them in your notebook.

18. *IT'S A SYMBOL.* Look at advertisements. Find and clip out commonly used signs, such as the dollar sign, the cents sign, percentage and plus signs.



19. *HOW'S THE WEATHER?* Read, or listen as your teacher reads, the newspaper's weather prediction for the day. See how accurate it is. Ask yourself such questions as: Is it hot, cold, wet, dry, etc.? What does the word "prediction" mean?

20. *WHICH BELONG TO WHAT?* Thumb through your newspaper to find pictures of things which belong to children. Cut them out and paste down for a poster. Try other categories such as:

- Parents' things
- Clothes for school; for play; for dress
- **Facial expressions: a smile, a frown,** angry expressions
- Tools to build with; to draw or paint with
- The state of Tennessee

21. *"I SAID IT!"* Learn how to write concise direct quotations by writing your own dialogue for a comic strip which has the dialogue bubbles removed.

22. (TO TEACHER) Have the children put a comic strip back into sequence which has been cut into frames and mixed up. For seat work, have several sets cut up and put in envelopes.

23. *A WORLD OF CURSIVE WORDS.* To practice cursive writing, cut out the front page headlines and then write the words (in cursive) in your notebook.

24. *PICTURES TELL.* Cut out of the newspaper and paste down:

- As many happy pictures as you can find
- As many sad pictures as you can find

25. *NUMBERS HAVE MEANINGS.* Circle all the numbers on the front page. Then determine why that particular number is used. For example, a number can indicate a page, show amount, or show number of times.

26. (TO TEACHER) Help your class practice identifying numbers by telling them to turn to pages in the newspaper. For example, first page 2; then page 10, etc.

27. *A WORLD OF PICTURES.* Clip pictures from advertisements. Mount them onto poster board or, into your notebook. Under each picture, print the name of what you see in the picture.

28. (TO TEACHER) Let your students look through the newspaper and discuss together or in groups what especially interests them. After a period of discussion, call on each student to tell what interests him and why.

29. *WHAT'S THE ACTION?* As a class, look at an interesting photograph which your teacher clipped from the newspaper. Talk about:

- What is happening in the picture
- What could have preceded the action
- What could have happened after the picture was made

30. *TO LAUGH OR NOT TO LAUGH.* Look at different comic strips to find out whether they are:

- Funny
- Sad
- Science fiction
- For grown-ups
- Adventure
- Romance
- For children

31. (TO TEACHER) Rule off 27 sections on a sheet of paper. In each section, print the large and small case of each letter in the alphabet. Make ditto copies, one for each child. Have the children search for large and small case letters in newspaper headlines, cut them out and paste each one next to its identical dittoed letter. When all the letters have been found, have the children print their own letters next to the pasted letters.

32. *WHERE IT'S AT!* Work with the newspaper to learn top from bottom; left from right; up from down; front from back.

33. *IT'S NEWS TO ME.* Make your own newspaper booklet. It could contain pages showing "New Words for Me"; "Headlines I Like"; Headlines I Don't Like"; "Compound Words"; "Prominent Men and Women"; "Comics I Like"; "Comics I Don't Like"; "Interesting Pictures".

34. *WHAT'S MY LINE?* Try to determine the professions of comic strip characters.

35. *WORDS THAT FEEL.* Choose several headlines you find interesting. Cut them out and mount them on paper. Under each headline label, or draw faces, to describe the feeling of the headline, such as happy, sad, tragic, funny, exciting, etc.

36. *DOES IT RHYME?* Find rhyming words in the newspaper. Print the words you find, in your notebook.

Kill Bill REST BEST

Dandy Candy CeeBee

37. *WE JOIN TOGETHER.* Read newspaper headlines. Find the words that are compound, like playhouse, headline, countdown, etc. Cut them out and paste down. Then, with a red crayon, draw a line to divide the word into compound parts.

Down/town

Where/abouts

Out/classes

38. *WHERE ARE YOU, LITTLE WORD?* Using the headlines, find *little* words in big words. For example:

- *Metropolitan:* too; polite; an; tan; let; met; moo
- *Unknown:* know; known; no; own; now; won
- *Television:* see; is; let; vision; on; son; no; nest

39. *BUY AND SELL.* Make up your own ad for a personal possession you would like to sell; for something you would like to buy; for an item you'd like to give away.

40. *M.-E.* Cut out individual letters in big headlines or advertisement type. Spell your name with them. Spell your teacher's name, your best friend's, etc.

JANE HENRY

41. *A WORD SAVED IS A WORD LEARNED.* Make a "word bank" from new words appearing in the comic strips, front page headlines, advertisements, etc.

42. *THE WIDE WORLD OF . . .* Make a collection of headlines from stories about as many kinds of sports as you can find. Mount these on paper. Underneath the headline, write the name of the sport and whether it is a summer, fall, winter, spring or year-round activity.

43. (TO TEACHER) Go through a paper with the children in order to drill them on newspaper terminology. For example, what is a headline, a dateline, an editorial, an ad? Have the children point them out.

44. *CONSONANTS THAT GO TOGETHER CONSTANTLY.* Using the front page headlines, mark the blends. For example, "tr", "fl", and others you can find for yourself.

45. *COLOR ME.* With your crayons, color editorial cartoons which you have clipped from newspapers.

46. *HOW MANY PARTS?* Cut out the individual words of headlines. Then mark the syllables of each word with a slash mark.

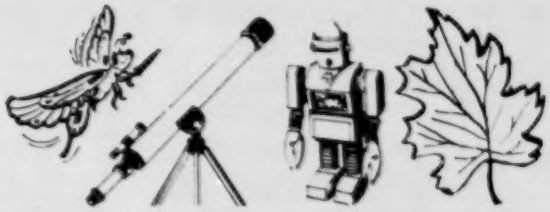
47. *TO WANT IS TO HAVE, IN A PICTURE.* From the newspaper, cut out pictures of things you would like to have. Make a booklet with them. Color the pictures in the booklet.

48. (TO TEACHER) Ask your students which ad in the paper they like the best. Why? Can the class decide on an ad which the majority thinks is the best?

49. (TO TEACHER) Have the class find "jump stories" on the front page. Then turn to the page indicated. Clip the page 1 story plus its continuation. Paste both parts of the story onto a sheet of paper.

50. *DOLLARS AND SENSE.* Look at an advertisement with a number of items for sale. Pick which item costs the most; costs the least; would be cheaper if you bought more than one.

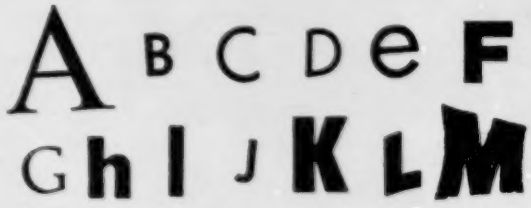
51. *IT'S A SCIENTIFIC WORLD.* In your newspaper, find photographs or advertisement pictures which have to do with science. Clip them out and paste them down.



52. *COME TO THE POINT.* Write one sentence which describes a news picture.

53. *SYNONYMS AND ANTONYMS.* Pick out a word in a headline. Then think of other words that mean the same, or almost the same; words that mean the opposite.

54. *YOUR A B C'S.* Learn your alphabet by looking in the headlines for letters. Begin with a, then b. Cut them out and paste them down in correct order. (Any you cannot find, like q or x, pencil them in the correct place on your sheet of paper.)



55. *MORE SPORTS.* Make a booklet on sports with clippings and pictures showing outstanding players and interesting things about games.

56. (TO TEACHER) Some ideas for booklets are: families; babies; the President; animals; the weather; school; automobiles; having fun; children.

57. *GO-TOGETHERS.* Learn to classify by cutting out pictures of things that have a connection with one another. For example, kinds of fruit, kinds of automobiles, men and women, a family.

58. *LIGHT OR HEAVY, HOT OR COLD.* Look at the pictures in the newspaper, both photos and ads. Clip out those that illustrate objects light in weight; heavy in weight. Paste down and label, heavy or light. Do the same for pictures of things hot or cold.

59. *WHAT DO WE BUY?* Look at an ad with multiple items on sale. Then explain something about the merchandise; tell who uses it; where is it used; how is it used.

60. *NEWSPAPER STORY TIME.* Read, or listen while your teacher reads, the first paragraph or two of a news story. Then write or tell what you think the story is about. (Be sure to include the who, what, when, where, why and how.)

61. *IT'S A DATE.* To learn how to say and write a date, find the date in the upper center of the newspaper's front page. Cut it out. Paste it down. Cut consecutive days out and paste them down until you have Monday through Monday pasted down.

62. *KNOW YOUR NUMBER WORDS.* From ads, cut out numbers from 1 to 10. Paste the numbers onto a sheet of paper in consecutive order. Then print the noun for each number, and the adjective. For example, beside your 2 write "two" and "second".

Newspaper-in-the-Classroom Test Questions

With your newspaper-in-the-classroom unit, you may wish to give your class tests or essay questions from time to time. The following are suggested questions to be used as they are or with variations to suit your needs.

1. Which daily papers do people read in our community?
2. Name the 5 W's and the H usually found in the opening paragraphs of a news story. Illustrate in a sentence or two with facts you have read in the newspaper or facts you have made up.
3. Name some of the symbols which editorial cartoonists use in their drawings. Explain what the symbols represent.
4. What kinds of information can you find in the classified advertisements? How is the information news?
5. How does a feature story differ from a news article?
6. How does an editorial differ from a news story?
7. What is an obituary? What facts are usually included?
8. What is slanted news? Give an example which you know about or have made up.
9. Why do newspaper readers write letters to the editor?
10. Name at least three things in the newspaper which are included for entertainment.

11. Essay: Discuss the pros, cons, and the importance of advertising in the American economy.
12. How do the functions of a newspaper differ from those of radio and TV?
13. What is the purpose of AP and UPI at a newspaper like the Tennessean?
14. What thought processes do you go through if you are reading a newspaper critically?
15. List 5 "hidden persuaders". Explain those you have listed.
16. Essay: Is it important to read a newspaper regularly? Why?
17. Describe the mechanical process used to prepare a photograph for printing in the newspaper.
18. What are three main purposes of headlines?
19. Essay: Discuss the role of the "free press" in the American system.
20. How can you get the most from a newspaper if you have only 15 minutes to spend reading it?
21. Name the job titles of as many editorial executives at the newspaper as you can.
22. Essay: Discuss the ways in which a newspaper holds a "public trust".
23. Discuss: What do you think Wendell Phillips meant when he said in 1863: "We live in a government of men and morning newspapers."?
24. How does a newspaper find its stories?
25. How is a newspaper reporter's work similar to that of a police detective?
26. Explain what is meant by "attribution" in a news story. List some of the attributive phrases.
27. How is a color picture printed in the newspaper?
28. Discuss: Do you agree or disagree with Thomas Jefferson when he said: "Were it left to me to decide whether we should have a government without newspapers, or newspapers without government, I would not hesitate a moment to prefer the latter."?
29. Using just the front page, circle the sentences or paragraphs which are someone's opinion. Put X's on the ones which you doubt are true.
30. Define the following newspaper terms:
    - Masthead
    - Ear
    - Streamer
    - Cutline
    - Headline
    - Scoop
    - Deadline
    - Publisher
    - Editor
    - Fourth Estate
    - Handout
    - Filler
    - Lead
    - Dateline
    - Credit line
    - Byline
    - Beat
    - Typo
    - Hard news
    - Jump
    - Morgue
    - Obit
    - Running story
    - Copy desk
31. What kind of news is in the Sunday section A? Section B?

32. List three features in a newspaper with purposes other than reporting the news of the day.
33. Who are the sports pages written for?
34. What is photo-journalism?
35. Essay: What should you believe in the newspaper?
36. Why should a newspaper report bad news along with good news?
37. What information does a dateline give?
38. What appears on the opinion pages?
39. Name two geographic classifications for news coverage other than local.
40. List different kinds of news accroding to area of interest (for example: sports).
41. What are the three main parts of a news article?
42. What is the name of the style that many news stories are written in? Explain the style and reasons for using it.
43. List some of the words which describe an ideal news story. List at least five.
44. Where do editorial cartoonists get their ideas?
45. What kinds of people are interested in the news in a newspaper?
46. Essay: Describe what you think the city room at the newspaper looks like. Include descriptions of the people you think are in the city room.
47. In reference to a newspaper, what is meant by "the truth generally lies under the surface"?
48. Other than reporters and editors, what kinds of jobs are important to the efficient running of a newspaper?
49. What is the difference between a news story and an interpretive story?
50. In the headline, "Drive Under Way To Get Nobel Prize for Nixon," list the "non-essential words" which are left out and tell why they are omitted.
51. How much does a typical Sunday paper weigh? About how many pages does it have?

MISS PEACH
By Mell Lazarus
KELLY SCHOOL KLARION — NEWS-ROOM
THIS LEAD STORY ABOUT THE PEELING PAINT AROUND HERE IS IMPORTANT, BUT BORING AS ANYTHING...
EDITOR
YES. WHAT IT NEEDS IS AN EXCITING HEADLINE...
NEWS
HOW ABOUT: "CRAZED PRINCIPAL RUNS AMOK?"
SPORTS
9-27
MELL LAZARUS.

Putting Out A Class Newspaper

Cole Clarion
5TH GRADE COLE ELEM. SCHOOL OCT 9TH
5TH GRADERS FAVOR LESS PEAS ON MENU
MIKE LUCEN WINS FIVE TRACK EVENTS
Miss Wallace's Class Visits Newspaper
LINDY LAYNE BREAKS ARM
SURGEON VISITS CLASS, SHOWS HEALTH SLIDES
OOPS!

MISS PEACH
By Mell Lazarus
KELLY SCHOOL KLARION EDITORIAL OFFICES
HERE COMES ARTHUR, OUR STAR REPORTER! ANY NEWS, ARTHUR?
CITY DESK
YES. I'VE GOT SOME GOOD NEWS AND SOME BAD NEWS.
THE GOOD NEWS IS, THE SCHOOL CAFETERIA HAS A NEW AND GREATER VARIETY OF FOODS.
-THE BAD NEWS IS, THEY'RE GOING TO FEED THEM TO US.
1-21
MELL LAZARUS.

MISS PEACH
By Mell Lazarus
KELLY SCHOOL KLARION
EDITORIAL OFFICES
ARTHUR, PART OF A NEWSPAPER'S OBLIGATION IS TO EXPOSE GRAFT AND CORRUPTION. GO FERRET IT OUT WHEREVER IT EXISTS!
RIGHT, CHIEF!
EDITOR
HELLO, THERE! ANY CORRUPTION AND GRAFT IN HERE?
PRINCIPAL
NO? OKAY. JUST CHECKING.
PRINCIPAL

Putting out a class newspaper isn't easy—but it is a rewarding and enriching experience.

The project helps your students in several ways:

★ It gives them practice in different kinds of writing.

★ It helps them set out their thoughts clearly and simply.

★ It helps them develop skill in critical thinking.

★ It gives them a sense of responsibility.

★ It encourages them to make decisions.

★ It gives them some understanding of the problems and challenges of mass communication.

★ It makes them proud of performing a difficult accomplishment.

★ It lets them have fun while learning.

★ ★ ★

But don't put out just one issue of your mini-paper. The rewards multiply with each additional issue.

Teachers who have tried it say you'll be discouraged by the first issue—and delighted by the fourth and fifth.

You can publish weekly, fortnightly or monthly.

You can make the project as simple as you wish—or as highly organized.

Here are some decisions you'll need to make:

Be the editor yourself? Or appoint one of your students?

How many pages in the paper?

Shall stories be hand-lettered or typed?

Make assignments to each student? Or operate with a staff of volunteers?

Trade jobs around from issue to issue?

What to include in the paper?

- **Drawings?**
- **Political cartoons?**
- **Want ads?**
- **Display ads?**
- **Editorials?**
- **Letters to editor?**
- **Sports news?**
- **Interviews?**
- **School news?**
- **Feature stories?**

What to call the paper? (How about a contest among your students to find a catchy name?)

What about the scope of coverage? Will it be limited to class news? Or will it cover the whole school? And the community as well?

If there are money problems about printing your mini-paper, you can design a "wall newspaper" by pasting the stories, headlines, illustrations and ads on a piece of white wrapping paper tacked to the wall or bulletin board.

★ ★ ★

You'll get a lot of help in understanding the operations of a newspaper by reading The Tennessean's student handbook, "Your Newspaper and You," and by examining the daily paper itself.

MISS PEACH
By Mell Lazarus
KELLY SCHOOL KLARION
EDITOR'S OFFICE
MARCIA! THIS STORY ABOUT ME IS THE MOST EMBARRASSING THING I HAVE EVER READ!
KLARION
RIGHT. GREAT ISSUE, ISN'T IT?

THOSE WHO HELPED

The Tennessean is grateful to the following persons who, in advisory roles or in pilot projects, helped shape the newspaper-in-the-classroom program.

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Marshall Foster, *adult education director, Nashville*
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Charles F. Kerr, *adult education coordinator, Tennessee Department of Education*
Anne Mayes, *business education supervisor, Nashville*
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Sheffield Nasser, *special education director, Nashville*
Nell Pinkerton, *home economics supervisor, Nashville*
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Elaine Wilson, *Chapel Hill, Tenn.*
James E. Wright, *Nashville*

ELEMENTARY

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Mary Jane Batey, *3rd grade, Dalewood*
Lois Bell, *3rd grade, Ransom*
Sandra Bell, *5th grade, King's Lane*
Clarece Bray, *2nd grade, Ransom*
Martha Burgett, *5th grade, Dan Mills*
Annie Sue Cooper, *1st grade, Ransom*
Anita Cunningham, *4th grade, Dalewood*
Ruth Dyer, *librarian, Shwab*
Henrietta Hagler, *4th grade, McCann*
Anne Hargis, *6th grade, Dan Mills*
Geneva Henderson, *1st grade, Shwab*
Irma Louise Keisling, *5th grade, Granbery*
Mildred Kelley, *4th grade, Ransom*
Jeanne Knight, *kindergarten, Shwab*
Lillian Kraft, *1st grade, Ransom*
Flora Lawrence, *4th grade, Ransom*
Gladys Lawrence, *4th grade, Parmer*
Charlotte McAnally, *librarian, Granbery*
Peggy Mazur, *1st grade, Ransom*
Madalyn Meadors, *4th grade, Crieve Hall*
Celeste Norris, *3rd grade, Stanford*
Martha Rucker, *3rd grade, Shwab*
Sheila Schwartz, *3rd grade, Granbery*
John Simpkins, *4th grade, Shwab*
Ruby Smith, *4th grade, Shwab*
Abbie Smithson, *5th grade, Granbery*
Jean Stockard, *3rd grade, Ransom*
Mary Stone, *4th grade, McCann*
David Stuckey, *4th grade, Stanford*
Nan Teeter, *4th grade, Parmer*
Joy Thaxton, *5th grade, King's Lane*
Floyd Thompson, *5th grade, Donelson*
Rita Warden, *6th grade, Granbery*
Sally Wynn, *4th grade, Ransom*

GENERAL BUSINESS

Larry Overby, *Madison High*
Joan Stewart, *Hume-Fogg High*

HOME ECONOMICS

Carol Adair, *Overton High*
Mary Katherine Hammer, *Overton High*
Beth Jones, *Overton High*

LANGUAGE ARTS

Carlotta Bogart, *McGavock High*
Mary Lou Ennis, *Ewing Park Jr. High*
Princie Faulkner, *Ewing Park Jr. High*
Deloris Powell, *McGavock High*
Colleen Whitver, *Pearl High*

SOCIAL STUDIES

Randy Bersot, *Wright Jr. High*
Marcia Finch, *Apollo Jr. High*
Kenneth Griffin, *Lebanon Jr. High*
Marcia Johnson, *McMurray Jr. High*
Marion Neubert, *McMurray Jr. High*
Sorena Street, *Highland Heights Jr. High*
Judy Welch, *DuPont Jr. High*

SPECIAL EDUCATION

Patrick Glossop, *McGavock High*
James Floyd Gregory, *Maplewood High*
Billie Patton, *West End Jr. High*
Mike Pugh, *Pearl High*
Eugene Thompson, *East Nashville Jr. High*
Albert Watson, *Neely's Bend Jr. High*

VARYING EXCEPTIONALITIES

Billie Jean Bailey, *Stanford*
Anne Bowden, *Glendale*
Gail Casto, *Donelson*
Homer Coggin, *McCann*
Nancy Corry, *Parmer*
Betty DeVaughn, *Ransom*
Vanna Ferguson, *Dalewood*
Suzanne Lowe, *H. G. Hill*
Harriet Miller, *Granbery*
Helen O'Connor, *Glenview*
Jean Rogers, *Crieve Hall*
Ruth Sykes, *Cole*
Tommye Thompson, *Ewing Park*
Lillian Tidwell, *Charlotte Park*
Claudia M. Tillery, *Shwab*

AT THE TENNESSEAN

JIM ANDREWS, Sunday Magazine staff writer and certified school teacher
LLOYD ESMON, circulation director and former school principal
ALLEN PETTUS, assistant to the publisher and director of the newspaper-in-the-classroom program
MARSHA VANDEBERG, Tennessean staff member and certified school teacher